7-12 Vocal/Instrumental Music

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7-12 Vocal/Instrumental Music

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ACKNOWLEDGEMENT

This curriculum should assist teachers in determining the expected concept and performance level at the various grades. It is not designed to restrict or limit the creativity or imagination of the teachers. This guide serves as a springboard for the development of additional concepts and master of skills, depending on the ability and interests of each student.

This project was successfully completed in the summer of 2007, because of the dedication and consistent efforts of the curriculum committee members who participated in this project: Marcie Atwood and Jack Barron

We are grateful to these committee members and support and compliment their fine efforts.

FORWARD

The purpose of this guide is to assist teachers in the organization and instruction of physical education classes in the Van Buren Community School District.

This guide provides direction for teachers of grades Kindergarten through twelfth grade and is adaptable for individual and class needs. It is however, important that teachers follow the suggested sequence and scope of lesson content to ensure systematic and comprehensive instruction concepts and skills.

Curriculum committee members established basic agreement on the philosophy and goals of vocal and instrumental music in our school system.

This guide, prepared by classroom teachers, for use by classroom teachers, provides a scope and sequence for instruction.

Code No. 100

EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is a continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The board also believes, and recognizes, the nature of a learner requires an awareness of the unique needs of each individual and the various stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

Date of Adoption: May 9, 1990
Date Reviewed: March 9, 2005
Date Revised: November 8, 1995

EDUCATIONAL VISION STATEMENT

The Board of Directors of the Van Buren Community School District believes that from our Education Philosophy comes a vision for all of our students. The Board believes in providing challenging opportunities within the curriculum to prepare all learners academically for a global world. The Board envisions students who respect all people and property. We believe each individual will expect the best of them selves. We believe it is important that everyone strives to create a positive school community attitude.

The Board believes that with achievement of this vision statement, students of the Van Buren Community School District will become responsible citizens.

Date of Adoption: June 9, 1999

Date of Review: March 9, 2005

Date of Revision: _____

EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of sex, color, national origin, religion, marital status, race, socioeconomic status or disability in its educational programs, activities or its employment and personnel policies.

2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, religion, marital status, socioeconomic status, color, national origin and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.

3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their sex, race, national origin, marital status, religion, socioeconomic status, color or disability. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities including comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, socioeconomic status, marital status or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another creating an intimidating, hostile or demeaning environment is a violation of this policy.

4. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

5. Inquiries regarding compliance of equity policies may be directed to the following: Title IX – High School Principal; Title VI – Early Childhood Center Director; and Section 504 – Superintendent, Van Buren Jr/Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3334, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.

6. The Affirmative Action Coordinator for the district shall be the Building Principals/Superintendent. The Educational Equity Coordinator for the district will be the Curriculum Director. Inquiries concerning a grievance procedure should be addressed to either coordinator.

Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:

Student Handbooks	*School Newsletters*	*Teacher Handbooks*
Local Newspapers	*Employee (Staff) Handbooks*	*Employment*
Application Forms	*Registration Handbook*	*Program Brochures & Publications*

Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.

Legal Reference:

20 U.S.C. 1221 et seq. (1994)
20 U.S.C. 1681 et seq. (1994)
20 U.S.C. 1701 et seq. (1994)
29 U.S.C. 794 (1994)
42 U.S.C. 12101 et seq. (1994)
34 C.F.R. Pt. 100 (1999)
34 C.F.R. Pt. 104 (1999)
Iowa Code 216.9; 256.11, .11A; 280.3 (2001)
281 I.A.C. 12

Cross Reference:

100.2 District Educational Equity Policy
402 Staff Educational Equity Policy
516 Student Educational Equity Policy

Date of Adoption: May 9, 1990

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

Chapter 12
GENERAL ACCREDITATION STANDARDS

PREAMBLE

The goal for the early childhood through twelfth grade educational system in Iowa is to improve the learning, achievement, and performance of all students so they become successful members of a community and workforce. It is expected that each school and school district shall continue to improve its educational system so that more students will increase their learning, achievement, and performance.

Accreditation focuses on an ongoing school improvement process for schools and school districts. However, general accreditation standards are the minimum requirements that must be met by an Iowa public school district to be accredited. A public school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school must meet the general accreditation standards if it wishes to be designated as accredited for operation in Iowa.

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Iowa. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color, national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background.

With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for multicultural and gender fair education, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

DIVISION I
GENERAL STANDARDS

281-12.1(256) General Standards.

12.1(1) Schools *and school districts governed by general accreditation standards*. These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade 12 school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade 12 schools operated under nonpublic auspices. Each school district shall take affirmative steps to integrate students in attendance centers and courses. Schools and school districts shall collect and annually review district, attendance center, and course enrollment data on the basis of race, national origin, gender, and disability. Equal opportunity in programs shall be provided to all students regardless of race, color, national origin, gender, disability, religion, or creed. Nothing in this rule shall be construed as prohibiting any bona fide religious institution from imposing qualifications based upon religion when such qualification are related to a bona fide religious purpose.

12.5(4) *Junior high program, grades 7 and 8.* The following shall be taught in grades 7 and 8; English-language arts, social studies, mathematics, science, health, human growth and development, physical education, music, visual art, family and consumer education, career education, and technology education. Instruction in the following areas shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups, and shall be designed to eliminate career and employment stereotypes.

In implementing the junior high program standards, the following general curriculum definitions shall be used.

g. Music. Same definition as in 12.5(3)"h" with the addition of using music as an avocation or vocation. *(h. Music.* Music instruction shall include skills, knowledge, and attitudes and shall include singing and playing music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; and preparing for consuming, performing, or composing.)

12.5(5) *High school program, grades 9-12.* In grades 9 through 12 a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule 12.5(18) The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5(5) *"c"*; science, five units; health one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, 12 units as specified 12.5(5) *"i."*

In implementing the high school program standards, the following curriculum standards shall be used.

g. Fine arts (three units). Fine arts instruction shall include at least two of the following:

(1) Dance. Dance instruction shall encompass developing basic movement skills; elementary movement concepts; study of dance forms and dance heritage; participating in dance; and evaluating dance as a creative art; and using dance as an avocation or vocation.

(2) Music. Music instruction shall include skills, knowledge, and attitudes and the singing and playing of music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing: and using music as an avocation or vocation.

(3) Theatre. Theatre instruction shall encompass developing the internal and external resources used in the theatre process; creating theatre through artistic collaboration; relating theatre to its social context; forming aesthetic judgments; and using theatre as an avocation or vocation.

(4) Visual art. Visual art instruction shall include developing concepts and values about natural and created environments; critiquing works of art; evaluating relationships between art and societies; analyzing, abstracting, and synthesizing visual forms to express ideas; making art; and using visual art as an avocation vocation.

MUSIC EDUCATION/DEPARTMENTAL PHILOSOPHY

Music plays a major role in our daily lives and the special events of people throughout the world. Music and the arts are "one of humanity's deepest rivers of continuity. They connect each new generation to those who have gone before." [1]

"Music helps think and....feel. It helps us to be human."[2] Participation in music develops physical, cognitive, emotional, and higher order thinking skills. It teaches students to be expressionistic and has had dramatic influences on students' "academic" life by building self-confidence, self-esteem, and a sense of accomplishment. It develops responsibility and self-discipline as well.

Music is unique because all students are allowed and encouraged to participate. It crosses ethnic and gender barriers in both curriculum and membership. Through participation in music, students can develop an appreciation of the nature, value and meaning of the arts as a part of humanity.

WORKS CITED

[1]National Standards for Arts Education: What Every Young American Should Know and Be Able To Do in the Arts. Reston, VA: Music Educators National Conference, 1994.

[2]Van Devender, Bill. "Music in Education," Ed-Line. Ottumwa, IA: Southern Prairie Area Education Agency 15, 1994.

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[1] Bill VanDevender, from ED-LINE, "Music in Education."

STANDARDS AND BENCHMARKS
VOCAL/INSTRUMENTAL MUSIC
7-12

Standard 1: Understands signs and symbols in printed music

Benchmarks:
1. Echoes a rhythmic or melodic pattern
2. Reads and performs a simple rhythmic or melodic pattern
3. Recognizes contrast in concepts

Standard 2: Understands music as a reflection of history and culture

Benchmarks:
1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Standard 3: Students will be wise consumers and listeners of music

Benchmarks:
1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Standard 4: Students will be skillful performers of music

Benchmarks:
1. Recognizes and uses singing voices/reads and notates music
2. Performs simple melodic patterns in tune
3. Performs a varied repertoire of music representing diverse genres and styles

Rationale for Vocal Performance Ensembles/Music Explore/
Applied Voice/Music Appreciation
Grades 7-12

"The benefits of participating in music are endless. Participation builds self-confidence, self-esteem, and a sense of accomplishment. It develops responsibility and self-discipline. Students have the opportunity to develop social skills and the ability to work with others. Participation in .....chorus is essential to the development of the individual." [1]

Mixed Chorus

Mixed chorus is the main performance ensemble in the high school grades. Any interested students are allowed and encouraged to participate—no audition is required. Standard choral literature written for SATB Chorus, SAB Chorus, SSA Chorus, and TTBB Chorus shall be used, with an emphasis on quality 4-part literature. Music of various historical time periods, cultures and styles will be included. Sacred anthems, standard secular literature, folk ballads, art songs, spirituals, patriotic numbers, Broadway tunes, and pop songs are all considered valid musical works and should each be studied to some degree.

Performances include:

Fall Choral Festival – Standard choral literature/contemporary selections/small group selections
Dinner Concert – Broadway show tunes, movie classics, pop music
Winter Concert – Seasonal music, sacred and secular, multicultural in nature
Spring Concert – Standard choral literature
Large Group Contest – Standard choral literature

Jazz Choir/Show Choir

Jazz choir and Show Choir will perform on a rotating schedule. Both groups are selected by audition, thus providing an elite status for the ensembles. Jazz and Show Choir each provide students with the opportunity to spend time on a lighter style of music and participate in choral ensembles with visual appeal.

Performances may include:

Dinner Concert
State Contest
Local events by invitation

Small Ensembles

Small ensembles provide the opportunity for interested students to perform standard choral literature for contest and/or community events. Any student who is willing to perform may do so; any students showing exceptional talent are encouraged to perform as soloists as well as participate in such ensembles as duets, trios, and quartets.

[1] Bill VanDevender, from ED-LINE, "Music in Education."

Other ensembles that may perform on occasion as recommended by the Iowa High School Music Association are: Bass Clef Chorus, Treble Clef Chorus, Chamber Choir, and Madrigal.

Junior High Chorus

Junior High Chorus consists of 7th-8th grade students showing an interest in vocal music. All students are welcome to participate regardless of musical background. Success in the junior high music program is absolutely essential for a quality high school program. Literature should include a wide variety of music, sacred and secular, including traditional choral selections, folk, pop, country, jazz, and music performed in other languages. Students will be encouraged to perform for local community organizations, churches, and school events other than the required performances as a chorus.

Required performances are:

Fall Festival
Local Festival of Trees
Winter Concert
Conference Festival
Spring Concert

Junior High Explore

This six-week course is required of all 7th-8th grade students. The main focus will be to continue the music education begun during the elementary grades, with emphasis being on listening to various styles of music and learning to express opinions using appropriate musical terminology. A keyboard unit will be conducted using a traveling eighteen electronic keyboard set. Students will also be introduced to musical theatre by reading the script to various Broadway musicals and discussing historical significance of each. There are no performances involved with this class; evaluation is by grade.

Applied Voice

Juniors and Seniors have the option of taking this semester course for high school/college credit. The course covers the foundations of vocal technique and breath support as well as proper diction. Through the study of Italian and English art songs and other vocal literature, the student will improve his or her vocal performance. Numerous performance opportunities exist for students enrolled in this class.

Music Appreciation

Juniors and Seniors have the option of taking this semester course for high school/college credit. The course is designed to develop musical perception in guided listening through the study of specific musical compositions. Also included is a general survey of musical terminology, stylistic periods, and composers. Evaluation is by grade.

JUNIOR HIGH MUSIC
EXPLORE

Junior High Music Explore Overview
Grade 7

Instruction in junior high explore is 43 minutes every Tuesday and Thursday for approximately 30 school days.

Texts used are:

Music: An Appreciation, Roger Kamien, McGraw Hill Pub.
Music! Its Role and Importance in Our Lives, Charles Fowler, Glencoe Pub.
A Concise Introduction to Music Listening, 4th ed., Charles Hoffer, Wadsworth Pub.

Among the resources that may be utilized are acoustic piano, electric keyboards, band instruments, computers, library and media resources, videotapes, CDs, audiocassettes, and DVDs.

Evaluation is by:

1. Graded quizzes, daily assignments
2. Participation in class discussion
3. Progress shown in musical aptitude
4. Citizenship and acceptance of the ideas of others

7th Grade Music Explore Outline

Unit 1 – Listening (1 week)

1. Listening survey
2. Compare characteristics of Jazz/Folk/Spiritual/Rock/Classical
3. Review importance of rhythm, tonality, repetition
4. Time Logs
5. Questionnaire

Unit 2 – Style/History (1 week)

1. Classify music according to style
2. Discuss origin of given selections

Unit 3 – Compose/Create (2 weeks)

1. Review keyboard skills
2. Learn simple melody

Unit 4 – Musicals (2 weeks)

1. Watch various scenes from Broadway musicals
2. Compare and contrast the music
3. Predict outcome based on sound alone
4. Write and share original endings to selected sequences

Subject Area: 7th Grade Music Explore - Unit 1 **Length of Unit:** 1 week

Instructor: Marcie Atwood

Standards 3: Students will be wise consumers and listeners of music

Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Fowler, p. 5-14, Selected CDs, etc	Students will convey opinions regarding music heard using correct musical language	Completion of listening logs	LS TAG
2	Selected CDs, etc.	Students will allow others to share opinions and discuss responses to examples using correct musical language	Teacher evaluation of classroom discussion	CS
3	Fowler, p. 525-537	Students will participate in various musical activities, both in school and outside of the regular day	Teacher observation of student participation in various activities, especially those showing interest in music	HGD GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 7th Grade Music Explore - Unit 2 **Length of Unit:** 1 week

Instructor: Marcie Atwood

Standards 2: Understands music as a reflection of history and culture

Benchmarks:

1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Kamien, p. 6-9	Students will identify styles from Renaissance to Rock based on knowledge of instruments, tempo, lyrics, and form	Quiz over style identification/accuracy with which students categorize selections	HOTS LS MEDIA
2	Hoffer, p. 286-294	Students will show understanding of various types of music and what makes certain songs more appropriate for specific occasions	Student attention to discussion, adequate program showing understanding of appropriate literature	HOTS HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 7th Grade Music Explore - Unit 3 **Length of Unit:** 2 weeks

Instructor: Marcie Atwood

Standard 1: Understands signs and symbols in printed music

Benchmarks:

1. Echoes a rhythmic or melodic pattern
2. Reads and performs a simple rhythm pattern
3. Recognizes contrast in concepts

Standard 4: Students will be skillful performers of music

Benchmarks:

2. Performs simple melodic patterns in tune

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Beginning piano selections	Students will learn musical patterns by rote and imitate on instrument	Teacher evaluation of accuracy of repeated rhythms, melodies	LS
1.2	Beginning piano selections	Students will learn and perform simple patterns by reading notation and following dynamics	Teacher evaluation of student performances	LS, CS
1.3	Student choice of suitable musical literature	Students will demonstrate knowledge of high/low, loud/soft, fast/slow	Student explanation of contrasts	SPECIAL
4.2	Student choice of suitable musical literature	Students will demonstrate competency when performing selection and can assist other students in mastering a song Performs original melody with chosen instrument	Teacher evaluation of student performance; student critique of self	TAG

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 7th Grade Music Explore - Unit 4 **Length of Unit:** 2 weeks

Instructor: Marcie Atwood

Standard 3: Students will be wise consumers and listeners of music

Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Broadway Musical excerpts	Students will express opinion of music involved using appropriate musical language	Teacher observation of student comments; validity of opinions shown	CS
2	Broadway Musical excerpts	Students will devote adequate attention to the scenes being discussed	Student participation in follow-up discussions	CS SPECIAL
3	Broadway Musical excerpts, individual programs	Students will be able to explain style of music heard and make reasonable predictions regarding future scenes based on their musical knowledge	Teacher evaluation of student input	TAG

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Junior High Music Explore Overview
Grade 8

Instruction in junior high explore is 43 minutes every Tuesday and Thursday for approximately 30 school days.

Texts used are:

Scripts for "Annie Get Your Gun" "The Sound of Music" and other musical scripts as needed.

Among the resources that may be utilized are acoustic piano, electric keyboards, band instruments, computers, library and media resources, videotapes, CDs, audiocassettes, and DVDs.

Evaluation is by:

1. Graded quizzes, daily assignments
2. Participation in class discussions
3. Progress shown in musical aptitude
4. Citizenship and acceptance of the ideas of others

8th Grade Music Explore Outline

Unit 1 – Listening (2 weeks)

1. Listening survey
2. Compare characteristics of Jazz/Folk/Spiritual/Rock/Classical
3. Review importance of rhythm, tonality, repetition
4. Time Logs
5. Questionnaire

Unit 2 – Style/History (1 week)

1. Classify music according to style
2. Discuss origin of given selections

Unit 3 – Musicals (3 weeks)

1. Read script to selected musical
2. Discuss time period of the show, historical significance
3. Design program for musical before seeing it
4. Watch video/DVD of the show

Subject Area: 8th Grade Music Explore - Unit 1 **Length of Unit:** 2 weeks

Instructor: Marcie Atwood

Standard 3: Students will be wise consumers and listeners of music

Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Numerous CDs	Students will identify music that they enjoy or dislike and will use appropriate musical language to explain their opinions to classmates	Teacher observation of student participation and adherence to instructions	MEDIA CS
2	Numerous CDs, live performances	Students will analyze various aspects of the music in order to develop educated opinions and share those with classmates	Teacher observation of students remaining on task and supporting opinions with valid explanations	MEDIA HOTS CS
3	CDs, live performances, programs submitted from other sources	Students will show evidence of engaging in musical activities outside of school	Programs, critiques of other performances, courtesy shown to other opinions	MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 8th Grade Music Explore - Unit 2 **Length of Unit:** 1 week

Instructor: Marcie Atwood

Standard 2: Understands music as a reflection of history and culture

Benchmarks:

1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Various recordings	Students will discuss characteristics of the listening examples using acceptable musical terms	Student participation in classroom discussions regarding the music	CS LS
2	Numerous programs	Students will create wedding, graduation, concert programs showing knowledge of the repertoire chosen	Teacher and peer evaluation of programs	HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 8th Grade Music Explore - Unit 3 **Length of Unit:** 3 weeks

Instructor: Marcie Atwood

Standard 3: Students will be wise consumers and listeners of music

Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Broadway musical script	Students will describe how the music helps to explain the story	Teacher observation of student participation	CS MCGF
2	Broadway musical script	Students will select a character and explain how the music helps to identify it	Completion of character sketch	CS TAG
3	Past programs	Students will share theatrical experiences with peers and show connection between music and plot	Teacher evaluation of student input, participation	HGD CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

7-12 VOCAL MUSIC

By: Marcie Atwood

Scope and Sequence
7-12 Vocal Music

Grades 7-8

Students:

A) Sing with appropriate breath control, expression and technical accuracy
B) Sing 2 and 3 part music with acceptable accuracy
C) Know music that represents diverse genres and cultures
D) Play by ear simple melodies or individual parts
E) Read sixteenth and dotted notes and rests in 6/8, 3/8, 4/4, and 2/2 meter signatures
F) Sight read simple melodies in treble or bass clef
G) Know standard notation symbols for pitch, rhythm, dynamics
H) Can use standard notation to record musical ideas
I) Identify specific musical events (meter change, key change, etc) when listening to music
J) Understand how the elements of music are used in various genres and cultures
K) Know criteria that affect the quality (use of elements to create unity, variety, tension/release, balance) and effectiveness (expressive impact) of musical compositions and performances
L) Understand distinguishing characteristics (relating to instrumentation, texture, rhythmic qualities, melodic lines, form) of music genres and styles from a variety of cultures
M) Understand the function music serves, the roles of musicians, and conditions under which music is typically performed in various cultures of the world

Grades 9-12

Students:

A) Sing music written in four parts, with and without accompaniment
B) Perform with expression (appropriate dynamics, phrasing, rubato, interpretation, rhythm) and technical accuracy a varied repertoire of choral literature at a moderate level of difficulty
C) Use ensemble skills (balance, intonation, rhythmic unity) when performing as part of a group
D) Understand the ranges and traditional uses of various sound sources (voices, acoustic instruments and electronic instruments)
E) Read choral scores of up to four staves
F) Read music that contains moderate technical demands, expanded ranges and varied interpretive requirements
G) Understand how elements of music and expressive devices are used in music from diverse genres and cultures
H) Understand the technical vocabulary of music (Italian terms, form, harmony, tempo, etc.)
I) Understand compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work (motives, imitation, inversion)
J) Classify unfamiliar aural examples of music by genre, style, historical period, culture

Junior High Vocal Music
7-8 Curriculum Overview and Evaluation

Instruction in junior high chorus in grades 7-8 occurs 86 minutes one week and 129 minutes the next as the ensemble meets every Monday and Wednesday and alternate Fridays.

The following textbook and repertoire books will be used:

"Something New to Sing About" for Young Voices, student text
"Something New to Sing About" Choral Literature for 2 part, SSA, Male ensembles
"Something New to Sing About" Choral Literature for SAB, SATB, (SACB)

In addition, numerous publications of sheet music for SAB chorus, 3-part chorus, SA chorus and 2-part chorus are used.

Among the resources that may be utilized are acoustic piano, percussion instruments, computers, library and media resources, CDs, videotapes, DVDs, microphones, and of course, the human voice.

As music itself is almost impossible to evaluate by a number figure, the following alternative methods may be used:

1. Teacher observation of student participation and involvement in the music
2. Evaluation of written worksheets, questionnaires, and other assignments
3. Observation of audience response to vocal performances
4. Evaluation of class critiques and insight regarding performances

Junior High Chorus Outline

Unit 1 – Fall Festival Performance

1. Sight sing
2. Review musical notation
3. Perform varied repertoire for community

Unit 2 – Holiday Performances

1. Part work
2. Discuss importance of music in celebration
3. Perform concert for school/community
4. Critique performance

Unit 3 – Active Listening

1. Discuss musical characteristics of multicultural music
2. Discover origin of different styles
3. Become familiar with Soprano, Alto, Tenor, Bass requirements

Unit 4 – Sight Reading/Ranges

1. Count-sing
2. Study dynamics
3. Create rhythmic patterns

Unit 5 – Spring Performances

1. Sing with accompanying instruments
2. Sing a cappella music
3. Prepare contest selections
4. Critique performances

Subject Area: Junior High Vocal Music (Grades 7-8) Units 1, 4 **Length of Unit:** 6-10 weeks

Instructor: Marcie Atwood

Standard 1: Understands signs and symbols in printed music

Benchmarks:

1. Echoes a rhythmic or melodic pattern
2. Reads and performs a simple rhythm pattern
3. Recognizes contrast in concepts

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Echo rhythms	Accurately imitate rhythmic patterns/clap or sing written rhythmic patterns and echo melodic phrases	Teacher evaluation of accuracy; student participation	TAG SPECIAL
2	Selected choral literature Schirmer, p. 29-32	Count-sing vocal pieces; find recurring rhythmic motives to aid in learning	Teacher evaluation of count singing	LS
3	Schirmer, p. 21-22 Singing in sections/Define ranges	Identify dynamics and melodic or rhythmic repetition; establish vocal ranges	Dynamics quiz/Student participation in highest-lowest competition to compare ranges	SPECIAL CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Junior High Vocal Music (Grades 7-8) Unit 2, 3 **Length of Unit:** 7-10 weeks

Instructor: Marcie Atwood

Standard 3: Students will be wise consumers and listeners of music.

Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of class

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Draw a sketch that portrays response to music heard or performed, or write a descriptive paragraph/critique concerts	Explain emotions that are noticed when listening and performing	Check paragraph or drawing for ideas that suggest definite emotions	SPECIAL CS
2	Listen to Hallelujah Chorus and sing it	Follow each vocal part: Soprano, Alto, Tenor, Bass	Check for correctly labeled vocal parts	SPECIAL
3	Bring reviews from other performances. Use map to show origin of musical examples	Realize that music plays a role in holiday traditions throughout the world	Tally sheet showing situations encountered where music plays a role	GS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (C

Subject Area: Junior High Vocal Music (Grades 7-8) Unit 3 **Length of Unit:** 5-8 weeks

Instructor: Marcie Atwood

Standard 2: Understands music as a reflection of history and culture.

Benchmarks:

1. Understands difference between basic music styles
2. Recognizes characteristics that make certain music suitable for a specific use

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Rehearse various styles for performance	Identify style (jazz, pop, rock, classical etc) Know characteristics of traditional Western music and that of other cultures regarding tonality, harmony, rhythm, text	Aural quiz of styles; adequate performance of varied pieces	GS MCGF
2	Rehearse seasonal music	Know how tonality, tempo, and text combine to make music appropriate for given occasions	By listening and/or performing, label music as sacred, secular, contemporary, etc.	SPECIAL CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Junior High Vocal Music (Grades 7-8) Units 1, 2, 5 **Length of Unit:** 7-10 weeks

Instructor: Marcie Atwood

Standard 4: Students will be skillful performers of music

Benchmarks:

1. Recognizes and uses singing and speaking voices
2. Sings simple melody patterns in tune
3. Sings melody line with instruments

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Schirmer, p. 5-17 Sing performance numbers	Exhibit correct singing technique regarding posture, breath, phonation, enunciation	Teacher observation of posture, technique	SPECIAL LS
2	Sight-singing – Schirmer, p. 69-95. Sectional part work partially by rote	Sing with accuracy individual pitches as well as phrases in exercises and in performance selections	Individual mastery of assigned lines	LS TAG
3	Rehearse music with piano, drums and choreography	Sing in tune with accompanying instruments	Videotaped performances/sing in sections	MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

High School Vocal Music
9-12 Curriculum Overview and Evaluation

Instruction in high school chorus, grades 9-12, is 43 minutes per day for 180 school days.

Numerous publications of sheet music for SATB Chorus, SAB Chorus, SSA Chorus, and TTBB Chorus are used. "Something new to Sing About" Choral Literature for SAB, SATB, (SACB), "Successful Sight Singing", "Successful Warmups" and "Five Centuries of Choral Music for Mixed Voices" will also be included.

Among the resources that may be utilized are acoustic piano, band instruments, computers, library and media resources, CDs, videotapes, DVDs, microphones, and of course, the human voice.

As music itself is almost impossible to evaluate by a number figure, the following alternative methods may be used:

1. Teacher observation of student participation and involvement in the music
2. Evaluation of individual lessons
3. Evaluation of written worksheets and questionnaires
4. Observation of audience response to vocal performances

High School Chorus Outline

Unit 1 – Sight Reading

1. Review musical notation
2. Define singing range
3. Experiment singing different vocal parts

Unit 2 - Fall Choral Festivals

1. Rehearse using correct vocal technique
2. Sing correct part in combined ensemble
3. Perform for community event and for other schools

Unit 3 – Dinner Concert

1. Perform with choreography
2. Perform with accompanying instruments

Unit 4 – Holiday Performances

1. Rehearse holiday music
2. Distinguish between styles
3. Compare seasonal music from various cultures, countries

Unit 5 – Jazz/Other

1. Perform and critique jazz performances
2. Compare time engaged in music
3. Establish goals for future performances

Unit 6 – Contest Repertoire

1. Set goals for contest music
2. Rehearse text in given language
3. Evaluate contest performances

Unit 7 – Patriotic/Multicultural

1. Review characteristics of patriotic music
2. Brainstorm titles
3. Rehearse spring festival programs

Unit 8 – Listen/Create

1. Review characteristics of diverse styles
2. Evaluate goals
3. Create program for specific occasion

Subject Area: High School Vocal Music (Grades 9-12) Unit 1 **Length of Unit:** (1-2 weeks)

Instructor: Marcie Atwood

Standard 1: Understands signs and symbols in printed music

Benchmarks:

1. Echoes a rhythmic or melodic pattern
2. Reads and performs a simple rhythm pattern
3. Recognizes contrast in concepts

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	"Successful Warm-ups, Book 1", Telfer/vocalizes with piano	Repeat with accuracy rhythms, melodic passages in small groups as well as large ensemble	Teacher evaluation/student evaluation	SPECIAL
2	"Vocal Warm-ups"/ "Successful Warm-ups", "Successful Sight Singing, Book 1", Telfer	Students can read and clap or sing given rhythms; can create rhythms to be echoed by others	Teacher evaluation/student participation	HOTS
3	Various choral selections/sight singing books	Students will accurately sing dynamics, tempo markings, and rhythms as printed in the music	Teacher observation	SPECIAL

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: High School Vocal Music (Grades 9-12) Units 4, 6, 7, 8 **Length of Units:** 4-5 weeks (each unit)

Instructor: Marcie Atwood

Standard 2: Understands music as a reflection of history and culture

Benchmarks:

1. Understands difference between basic music styles
2. Recognizes characteristics that make certain music suitable for specific uses

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Sing holiday literature/contest-festival selections	Know characteristics of traditional American holiday music as well as music of other countries; create a program using the style of music desired by individual student	Teacher observation of student input	MCGF GS MEDIA
2	Various CDs including Marches, Jazz, Baroque, Classical, Romantic, Gospel; Patriotic; make graduation program selections	Decide which musical styles are most appropriate for selected occasions	Completed program	MEDIA HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: High School Chorus (Grades 9-12) Units 4, 5, 8 **Length of Unit:** (4-5 weeks/4-5 weeks/1-2 weeks)

Instructor: Marcie Atwood

Standard 3: Students will be wise consumers and listeners of music

Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of class

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Rehearse and critique jazz performances; perform holiday selections; Record individual perceptions of music heard using numbered rubrics	Use appropriate musical terms to evaluate jazz pieces	Completion of critiques	Special, HOTS
2	Listen to jazz choirs/watch concert videos	Students will evaluate choral performances using correct musical terminology and establish goals to improve performances	Completion of critiques using word bank provided	CS
3	Attend jazz contest or other performances/rehearse for local performances	Students will spend a significant amount of time actively engaged in choral music, either performing or listening; will decide which type of music is preferred as an individual by discussing individual titles	Present programs from outside performances; Teacher observation of student participation in class discussion	CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: High School Vocal Music (Grades 9-12) Units 2, 3 **Length of Unit:** 4-6 weeks

Instructor: Marcie Atwood

Standard 4: Students will be skillful performers of music

Benchmarks:

1. Recognizes and uses singing and speaking voices
2. Sings single simple melody patterns in tune
3. Performs a varied repertoire of music representing diverse genres and styles

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Choral literature for festivals and Dinner Concert	Use singing voices to convey appropriate style for selected pieces	Teacher evaluation of accuracy in notes, etc	LS CS
2	Part work on selections for choral festival; program material for local fall performance	Successfully perform selections for festival and Dinner Concert	Teacher evaluation, audience response to performances	CS
3	Choral lit. for fall performances using accompanying drums, piano, guitar, other stylistically appropriate instruments	Effectively communicate the intended style and purpose of the music while incorporating the use of choreography and various accompanying instruments Sings melody with instrument accompaniments	Teacher evaluation, audience response to performances, student evaluation of effectiveness of choreography	SPECIAL TAG

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Standards and Benchmarks for Dual-Credit Courses

Standard 1: **Understands signs and symbols in printed music**

APPLIED VOICE

Benchmarks: 1. Understands basic signs and symbols (repeats, coda, dynamics, etc.)
2. Sight-reads a diatonic line with steps, leaps and repeated notes in various rhythms
3. Reads note names in bass and treble clef

MUSIC APPRECIATION

Benchmarks: 1. Reads note names in bass and treble clef/demonstrates awareness of common intervals
2. Reads and applies dynamics at six different levels
3. Reads simple to advanced rhythms including changing meter

Standard 2: **Understands music as a reflection of history and culture**

APPLIED VOICE

Benchmarks: 1. Understands the relationship between the composer and the music being performed
2. Understands and is able to perform various styles of repertoire
3. Performs in various languages

MUSIC APPRECIATION

Benchmarks: 1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Standard 3: **Students will be wise consumers, listeners and performers of music**

APPLIED VOICE

Benchmarks: 1. Demonstrates the ability to identify the weaknesses of a performance and how to improve it
2. Demonstrates a respect for differing individual tastes in music
3. Assesses performance progress

MUSIC APPRECIATION

Benchmarks: 1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Standard 4: **Students will be skillful performers of music**

APPLIED VOICE

Benchmarks: 1. Practices proper vocal hygiene
2. Demonstrates proper vocal techniques
3. Demonstrates ability to perform selected works

MUSIC APPRECIATION

Benchmarks: 1. Recognizes and uses singing voices/reads and notates music
2. Performs simple melodic patterns in tune
3. Performs a varied repertoire of music representing diverse genres and styles

APPLIED VOICE
IHCC DUAL-CREDIT COURSE

Applied Voice Curriculum Overview and Evaluation

Instruction in Applied Voice, grades 11-12, is 43 minutes per day for 180 school days. A significant amount of time is to be spent in independent practice.

Text used will be Building Beautiful Voices, Nesheim, Noble. Also included are numerous publications for solo voice as well as choral octavos. Some titles that will be rehearsed include "Where e'er You Walk - Handel, The Sky Above the Roof – Vaughan Williams, One Hand, One Heart – Bernstein and Panis Angelicus – Franck.

Among the resources that may be utilized are acoustic piano, computers, media resources, CDs, microphones, and of course, the human voice.

The following methods will be used to evaluate:

1. Teacher observation of student involvement in the music
2. Evaluation of individual lessons
3. Evaluation of phonetic studies
4. Observation of audience response to vocal performances
5. Teacher observation of changes in students' range and vocal capabilities

Applied Voice Outline

Unit 1 – Vocal Technique Study

1. Reading notes, sight singing
2. Posture, breathing

Unit 2 – Vocal Exercises, Literature Study

1. Practice correct vocal hygiene for vocal health
2. Continue work on posture, breathing
3. Begin work on English pieces

Unit 3 – Recital, Solo work

1. Vocal critiques
2. Multiple art songs

Unit 4 – Contest work

1. Work on foreign language compositions
2. Study IPA symbols
3. Final exam/performance

Subject Area: Applied Voice - Unit 1(Dual-Credit Course with IHCC) **Length of Unit:** 1 week

Instructor: Marcie Atwood

Standard 1: Understands signs and symbols in printed music

Benchmarks: IHCC benchmarks (this is a dual-credit course)

1. Understands basic signs and symbols (repeats, coda, dynamics, etc)
2. Sight-reads a diatonic line with steps, leaps and repeated notes in various rhythms
3. Reads note names in bass and treble clef

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Sight-singing, Telfer; Numerous individual selections	Students will identify and label notes, counting, dynamics symbols	Teacher evaluation of student accuracy in labeling various components of the songs	LS
2	English art song	Students will correctly label intervals and sing accordingly	Teacher and peer evaluation of accuracy reading and singing intervals	LS CS
	Choir octavos	Students will write/speak note names for soprano, alto, tenor and bass in various art songs	Worksheets showing note names	LS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Applied Voice -Unit 2 **Length of Unit:** 6 weeks

Instructor: Marcie Atwood

Standard 4: Students will be skillful performers of music

Benchmarks: IHCC benchmarks (this is a dual-credit course)

1. Practices proper vocal hygiene
2. Demonstrates proper vocal techniques
3. Demonstrates ability to perform selected works

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Various vocalizes, art songs, contemporary ballads, "Building Beautiful Voice"	Student exhibits knowledge of correct phonation and care of the vocal mechanism	Teacher observation of healthy singing technique	LS HGD
2	Numerous vocalizes	Student shows acceptable methods regarding breathing, posture, open throat and diction	Teacher observation of healthy singing technique and increased accuracy with vocal exercises	HGD LS
3	Numerous vocalizes	Student will exhibit increased accuracy when performing assigned exercises	Completion of selected choral exercises	LS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Applied Voice - Unit 3 **Length of Unit:** 6-8 weeks

Instructor: Marcie Atwood

Standard 3: Students will be wise consumers, listeners and performers of music

Benchmarks: IHCC benchmarks (this is a dual-credit course)

1. Demonstrates the ability to identify the weaknesses of a performance and how to improve it
2. Demonstrates a respect for differing individual tastes in music
3. Assesses performance progress

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Selected repertoire/audio recordings, "Building Beautiful Voices"	Students will discuss weaknesses in intonation, breath control, diction in performances of themselves and others	Teacher observation of student solutions offered	HOTS MEDIA
2	Student selected repertoire	Students will give valid reasons for their choices and suggestions for others	Student led critiques of various performances	HGD CS
3	Both student selected and teacher selected repertoire	Students will discover areas of strength and of weakness regarding breath control, intonation, vocal technique, tone production and diction	Individual student critiques	HOTS TAG

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Applied Voice - Unit 4 **Length of Unit:** 3-5 weeks

Instructor: Marcie Atwood

Standards 2: Understands music as a reflection of history and culture

Benchmarks: IHCC benchmarks (this is a dual-credit course)

1. Understands the relationship between the composer and the music being performed
2. Understands and is able to perform various styles of repertoire
3. Performs in various languages

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	24 Italian Art Songs and Arias, Stephen Foster selections, Latin, French and German songs	Students will gain understanding of the music from the perspective of an American composer, Italian, German, French and Latin	Correct identification of the style of numerous pieces and how they differ regarding origin and time period	HOTS GS
2	Varied repertoire as above, "Building Beautiful Voices"	Students will perform numerous pieces with attention given to diction, style and interpretation	Teacher and student critiques of literature	GS TAG
3	Varied repertoire as above	Students will learn basic IPA (phonetic) symbols to correctly pronounce lyrics in each of the languages being studied	Phonetic worksheets	LS GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

MUSIC APPRECIATION
IHCC DUAL-CREDIT COURSE

Music Appreciation Overview and Evaluation

This is a course designed to develop musical perception in guided listening through the study of specific musical compositions. The emphasis of the course is to build an understanding of musical compositions through a study of their elements, forms, styles, and historical significance. Also included is a general survey of musical terminology, stylistic periods, and composers.

The overall approach is not to make students fall in love with all the music they study, but to help them understand and respect it. A possible outcome of the exposure to, and study of, a wide range of music is the broadening of musical tastes.

Music Appreciation will be taught five days a week for 43 minutes each day.

Materials Used

Music: The Art of Listening., 7th Edition. New York: McGraw-Hill.
Audio Recordings reflecting numerous musical styles

Evaluation

50% - Tests covering reading materials, lecture information, and listening examples
25% - Concert or recital reviews
25% - Class participation and listening logs

Music Appreciation Outline

Unit 1 – Sound (1-2 weeks)
1. Notes/intervals
2. Dynamics
3. Meters

Unit 2 – Harmony and Timbre (1-2 weeks)
1. Consonance and dissonance
2. Tonality and chord structure
3. Timbre of different instruments

Unit 3 – Middle Ages (3 days)
1. Early Christian music
2. Church music of the Middle Ages

Unit 4 – The Renaissance (2 days)
1. Visual Arts and Music
2. Timbre of Renaissance music

Unit 5 – Sacred Music of the Renaissance (3 days)
1. Personal observations
2. Renaissance church music compared to contemporary

Unit 6 – Secular Music of the Renaissance (3 days)
1. Instrumental music
2. Strings, keyboards, wind instruments for sacred and secular music

Unit 7 – The Baroque (3 days)
1. The style
2. Personal observations
3. Evaluating performances

Unit 8 – Dramatic Music of the Baroque (2 weeks)
1. The composers
2. Music in society

Unit 9 – The Classical (2 weeks)
1. Mechanics of the music
2. Finding patterns
3. Contrast

Unit 10 – Vocal Music in the Classical Period (2 days)
1. Conducting
2. Rehearsal Etiquette
3. Characteristics

Unit 11 – Toward Romanticism (2 weeks)

1. Personal Observations
2. Defining characteristics

Unit 12 – The Romantic (3 weeks)

1. Composers
2. Style
3. Repertoire
4. Performance specifics

Unit 13 – Music for Stage and Films (2 weeks)

1. Personal Observations
2. Assessing performance skill
3. Improving performances

Unit 14 – Jazz (2 weeks)

1. Composers
2. Ragtime to Blues

Subject Area: Music Appreciation - Unit 1 (Dual-Credit Course with IHCC) **Length of Unit:** 1-2 Weeks

Instructor: Marcie Atwood

Standard 1: Understands signs and symbols in printed music

Benchmarks: IHCC benchmarks (this is a dual-credit course)

1. Reads note names in bass and treble clef/Demonstrates awareness of common intervals
2. Reads and applies dynamics at six different levels
3. Reads simple to advanced rhythms including changing meter

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 1 - Sound	Students will name and notate pitches and label common intervals both visually and aurally	Teacher evaluation of note names, identification of intervals	LS
2	Chapter 1	Students will identify dynamics aurally and visually	Teacher observation of student understanding of dynamics	LS
3	Chapter 2 - Rhythm	Students will conduct to listening examples in various meters	Student participation in conducting various meters	TAG

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 2 **Length of Unit:** 1-2 Weeks

Instructor: Marcie Atwood

Standard 3: Students will be wise consumers and listeners of music

Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 4 – Harmony Chapter 5 - Timbre	Students will show knowledge of consonance and dissonance in listening examples and express an opinion regarding likes an dislikes	Student participation in discussing consonance and dissonance	CS LS
2	Chapter 4, 5	Students will understand tonality and chord structure	Student participation in discussing tonality and chord structure	TAG
3	Chapter 4,5	Students will listen to multiple selections outside of class and correctly identify timbre of numerous instruments and how they are used in the music	Student completion of listening logs	HOTS CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 3 **Length of Unit:** 3 Days

Instructor: Marcie Atwood

Standard 2: Understands music as a reflection of history and culture

Benchmarks:

1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 7 – Medieval Music	Students will study musical styles of Medieval early Christian music	Teacher observation of student understanding of musical styles	HOTS
2	Chapter 7	Students will show knowledge of characteristics of church music during the Middle Ages	Teacher evaluation student led discussion of church music	HOTS CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 4 **Length of Unit:** 2 Days

Instructor: Marcie Atwood

Standard 2: Understands music as a reflection of history and culture

Benchmarks:

1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 8 The Renaissance	Students will gain understanding of the visual arts and how the various styles are related to music	Accurate identification of styles of art and of music	HOTS HGD
2	Chapter 8	Students will know from listening examples how the timbre of Renaissance music makes it easily identifiable as church music	Completion of listening assignments	HGD TAG

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 5 **Length of Unit:** 3 Days

Instructor: Marcie Atwood

Standard 3: Students will be wise consumers and listeners of music

Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 9 – Sacred Music of the Renaissance	Students will describe characteristics of the music they like and dislike	Completion of listening assignments	CS
2	Chapter 9	Students will show understanding of the music regarding the time period of the Renaissance	Teacher observation of student participation in class discussions	CS HOTS
3	Chapter 9	Students will incorporate Renaissance church music into a more contemporary worship service	Completion of programs	HOTS TAG

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 6 **Length of Unit:** 3 Days

Instructor: Marcie Atwood

Standard 2: Understands music as a reflection of history and culture

Benchmarks:

1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 10 – Secular Music in the Renaissance	Students will learn characteristics of instrumental music	Teacher observation of student understanding regarding instrumental vs. sacred Renaissance styles	HOTS GS
2	Chapter 10	Students will compare string, keyboard, wind instruments and determine what timbres are best for sacred and secular music	Teacher observation of student participation in class discussion	HOTS CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 7 **Length of Unit:** 3 Days

Instructor: Marcie Atwood

Standard 3: Students will be wise consumers and listeners of music

Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 12 – The Baroque	Student will demonstrate ability to evaluate music with respect to intrinsic and aesthetic value	Teacher evaluation of student participation in class discussion	HOTS
2	Chapter 12	Student will demonstrate a respect for differing individual tastes in music	Completion of individual lists showing likes and dislikes	CS
3	Chapter 12	Student will show knowledge of weaknesses in a performance and how it could be improved	Completion of critique/log of an outside of school performance	HGD, CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 8 **Length of Unit:** 2 Weeks

Instructor: Marcie Atwood

Standard 2: Students will understand how music is a reflection of history and culture

Benchmarks:

1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 13 - Dramatic Music of the Baroque	Students will show understanding of the relationship between the composer and the music performed	Teacher observation of student input regarding discussion of composers	HOTS CS
2	Chapter 14 – Instrumental Music of the Baroque	Students will demonstrate knowledge of characteristics of music that make it useful for specific situations	Teacher evaluation of student participation	TAG GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 9 **Length of Unit:** 2 Weeks

Instructor: Marcie Atwood

Standard 1: Understands signs and symbols in printed music

Benchmarks:

1. Echoes a rhythmic or melodic pattern
2. Reads and performs a simple rhythmic or melodic pattern
3. Recognizes contrast in concepts

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 16 – The Classical Period	Students will mark rhythmic and melodic patterns	Completion of marked scores	LS
2	Chapter 17 – Formal Design in the Classical Period	Students will show understanding of patterns in music and mark articulations	Completion of marked scores	LS
3	Chapter 17	By listening to selected examples, students will notate contrasts in the music such as high/low, loud/soft, fast/slow etc.	Teacher observation of student input during class listening session	HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 10 **Length of Unit:** 2 Days

Instructor: Marcie Atwood

Standard 4: Students will be skillful performers of music

Benchmarks:

1. Recognizes and uses singing voices/reads and notates music
2. Performs simple melodic patterns in tune
3. Performs a varied repertoire of music representing diverse genres and styles

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 18 – Vocal Music in the Classical Period	Students will conduct selected examples showing knowledge of note reading	Teacher evaluation of student conductor/performers regarding music reading accuracy	MGF
2	Chapter 18	Student will show proper rehearsal etiquette while listening and performing selected examples	Teacher evaluation of student attention during listening/performing activities	MEDIA TAG
3	Chapter 18	Student will accurately describe characteristics of Classical music heard and performed	Completion of student led discussion regarding styles and genres presented	HOTS CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 11 **Length of Unit:** 2 Weeks

Instructor: Marcie Atwood

Standard 3: Students will be wise consumers and listeners of music

Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 19 – Toward Romanticism	Student will demonstrate respect for differing individual tastes in music	Teacher observation of student participation and acceptance of ideas	HGD
2	Chapter 19	Student will show increasing ability in evaluating music with respect to its intrinsic and aesthetic value	Teacher observation of student participation, input	HOTS CS
3	Chapter 19	Student will attend, listen to other examples of Romantic era music and connect ideas from that to classroom examples	Completion of student critiques of listening example	GS CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 12 **Length of Unit:** 3 Weeks

Instructor: Marcie Atwood

Standard 2: Understands music as a reflection of history and culture

Benchmarks:

1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 20 – The Romantic Style Chapter 21- The Romantic Style: Orchestral Music	Understands relationship between the composer and music being performed Understand various styles of repertoire	Teacher observation of student input in class discussion	CS MCGF HOTS
2	Chapter 22 – The Romantic Style: Music for Solo Instrument and Voice Chapter 23 – Dramatic Music of the Romantic Period	Identifies characteristics of various pieces that make them suitable for specific occasions Identifies characteristics of various pieces that sound more familiar in particular situations than in others	Completion of tally sheets showing characteristics Teacher evaluation of student input and apparent understanding	LS TAG CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 13 **Length of Unit:** 2 Weeks

Instructor: Marcie Atwood

Standard 3: Students will be wise consumers and listeners of music

Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 29 - Music for Stage and Films	Demonstrates a respect for differing individual tastes in music	Teacher observation of student perception and validity of comments	CS HGD
2	Chapter 29	Assesses performance in progress as well as recorded selections	Completion of performance critiques	MEDIA HOTS
3	Chapter 29	Demonstrates ability to identify weaknesses of a performance and how it could be improved	Completion of performance critiques	HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Appreciation - Unit 14 **Length of Unit:** 2 Weeks

Instructor: Marcie Atwood

Standard 2: Understands music as a reflection of history and culture

Benchmarks:

1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Chapter 30 - Jazz	Understands relationship between composer and music being performed	Shows completion of research on selected composer, Scott Joplin, etc	LS TAG
2	Chapter 30	Understands and is able to perform various styles of repertoire	Teacher observation of student understanding regarding jazz and how it fits in American society	GS CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

7-12 Instrumental Music

By: Jack Barron

SCOPE AND SEQUENCE

GRADES 5-8
ACHIEVEMENT STANDARD
STUDENT

(A) Perform on instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, or stick control.

(B) Perform with expression and technical accuracy on a wind, percussion, or classroom instrument a repertoire of instrumental literature with an appropriate level of difficulty & challenge

(C) Perform music representing divers genres and cultures, with expression appropriate for the work being performed.

(D) Play by ear simple melodies & rhythms on a melodic and/or unpitched instrument.

(E) Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor

(F) Perform independent instrumental parts while other students play contrasting parts

GRADES 9-10
ACHIEVEMENT STANDARD
STUDENT

(A) 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.

(B) 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 3or 4, on a scale of 1 to 6

(C) Perform music representing divers genres and cultures, with expression appropriate for the work being performed.

(D) Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument

(E) Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

(F) Perform in small ensembles with one student on a part

GRADES 11-12
ACHIEVEMENT STANDARD
STUDENT

(A) 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.

(B) 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 4 to 5, on a scale of 1 to 6

(C) Perform music representing divers genres and cultures, with expression appropriate for the work being performed.

(D) Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument

(E) Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor

(F) Perform independent instrumental parts while other students play contrasting parts

GRADES 5-8
ACHIEVEMENT STANDARD
STUDENT

(A) Improvise simple harmonic accompaniments

(B) Improvise melodic embellishments and simple rhythmic and melodic variations in major keys

(C) Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

GRADES 9-10
ACHIEVEMENT STANDARD
STUDENT

(A) Improvise stylistically appropriate harmonizing parts

(B) Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major keys

(C) Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

GRADES 11-12
ACHIEVEMENT STANDARD
STUDENT

(A) Improvise stylistically appropriate harmonizing parts in a variety of styles

(B) Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys

(C) Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

GRADES 5-8
ACHIEVEMENT STANDARD
STUDENT

(A) Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tention and release, and balance

(B) Use a variety of traditional and non-traditional sound sources when composing and arranging.

GRADES 9-10
ACHIEVEMENT STANDARD
STUDENT

(A) Compose music in several distinct styles, demonstrating creatively in using the elements of music for expressive effect.

(B) Arrange pieces for instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music

(C) Compose and arrange music for various acoustic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

GRADES 11-12
ACHIEVMENT STANDARD
STUDENT

(A) Compose music, demonstrating imagination and technical skill in applying the principles of composition

(B) Arrange pieces for instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music

(C) Compose and arrange music for various acoustic and electric instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

GRADES 5-8
ACHIEVEMENT STANDARD
STUDENT

(A) Read whole, half, quarter, eighth, sixteenth, and dotted notes and rest and all breve meter signatures.

(B) Read at sight simple melodies in either the treble or bass clef

(C) Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

(D) Sight-read, Accurately and Expressively, Music with a difficulty of 2 on a scale of 1 to 6

GRADES 9-10
ACHIEVEMENT STANDARD
STUDENT

(A) Demonstrates the ability to read an instrumental score of up to four staves by describing how the elements of music are used

(B) Read at sight simple melodies in both the treble and bass clefs

(C) Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

(D) Use standard notation to record their musical ideas and the musical ideas of others

(E) Sight-read, Accurately and Expressively, Music with a difficulty of 3 on a scale of 1 to 6

GRADES 11-12
ACHIEVEMENT STANDARD
STUDENT

(A) Demonstrates 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

(B) Read at sight simple melodies in both the treble and bass clefs

(C) Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

(D) Interpret nonstandard notation symbols used by some 20th century composers

(E) Sight-read, Accurately and Expressively, Music with a difficulty of 4 on a scale of 1 to 6

GRADES 5-8
ACHIEVEMENT STANDARD
STUDENT

(A) Describe specific music events in a given aural example, using appropriate terminology

(B) Analyze the uses of elements of music in aural examples representing diverse genres and cultures

(C) Demonstrate knowledge of the basic principles of meter, rhythm and tonality, in their analysis of music

GRADES 9-10
ACHIEVEMENT STANDARD
STUDENT

(A) Describe specific music events in a given aural example, using appropriate

(B) Analyze the uses of elements of music in aural examples representing diverse genres and cultures, by describing the uses of elements of music and expressive devices

(C) Demonstrate extensive knowledge of the technical vocabulary of music

(D) 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

GRADES 11-12
ACHIEVEMENT STANDARD
STUDENT

(A) Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example.

(B) Analyze the uses of elements of music in aural examples representing diverse genres and cultures, by describing the uses of elements of music and expressive devices

(C) Demonstrate extensive knowledge of the technical vocabulary of music

(D) Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style

(E) Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

GRADES 5-8
ACHIEVEMENT STANDARD
STUDENT

(A) Develop criteria for evaluating the quality and effectiveness of music performances and composition and apply the criteria in their personal listening and performing

(B) Evaluate the quality and effectiveness of their own and other's performances, composition, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

GRADES 9-10
ACHIEVEMENT STANDARD
STUDENT

(A) Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music

(B) Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

GRADES 11-12
ACHIEVMENT STANDARD
STUDENT

(A) Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music

(B) Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

GRADES 5-8
ACHIEVEMENT STANDARD
STUDENT

(A) Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art

(B) Describe ways in which the principles and subject matter of the other disciplines taught in the school are interrelated with those of music

GRADES 9-10
ACHIEVEMENT STANDARD
STUDENT

(A) Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples

(B) Compare characteristics of two or more arts within a particular historical period or style and cite examples form various cultures

(C) Explain ways in which the principles and subject matter of various disciplines outside the arts and interrelated with those of music

GRADES 11-12
ACHIEVMENT STANDARD
STUDENT

(A) Compare the uses of characteristics elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.

(B) Explain how the rules of creators, performers, and others involved in the production and presentation of the arts are similar to and different form one another in the various arts

GRADES 5-8
ACHIEVEMENT STANDARD
STUDENT

(A) Describe distinguishing characteristics of representative music genres and styles from a variety of cultures

(B) Classify by genre and styles a varied body of exemplary musical works and the characteristics that cause each work to be considered exemplary

(C) Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

GRADES 9-10
ACHIEVEMENT STANDARD
STUDENT

(A) Classify by genres or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classification

(B) Describe distinguishing characteristics of representative music genres and styles from a variety of cultures

(C) Classify by genre and styles a varied body of exemplary musical works and the characteristics that cause each work to be considered exemplary

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

GRADES 11-12
ACHIEVMENT STANDARD
STUDENT

(A) Classify by genres or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classification

(B) Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context

(C) Classify by genre and styles a varied body of exemplary musical works and the characteristics that cause each work to be considered exemplary

(D) Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produce the synthesis of influences

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

Instrumental Curriculum Overview and Evaluation

Materials used:
Individual Band Lesson Materials – Wind Instruments
Essential Element 2000 Book 1
Essential Element 2000 Book 2
Essential Technique 2000
Published by Hal Leonard Publishing Company
Rubank Advanced Method Volume 1
Rubank Advanced Method Volume 2
Published by Rubank Incorporated
Selected Studies
Published by Rubank Incorporated
Individual Band Lesson Materials – Percussion Instruments
Essential Element 2000 Book 1 (for mallets and drums)
Essential Element 2000 Book 2 (for mallets and drums)
Essential Techniques 2000 (for drums)
Essential Techniques 2000 (for mallets)
Published by Hal Leonard Publishing Company

Solo and Ensemble Literature/Advanced etude Literature:
All courses of study should be supplemented with literature of this type. For possible titles of material, refer to The University of Iowa Music Source Book, published by the University Of Iowa School Of Music and available from Eble Music Company, Iowa City, Iowa.

Evaluation
Band lessons will be evaluated over the following:
Teacher assessment of student knowledge of notes and their values in assigned lessons
Teacher assessment of musicality
Student demonstration of scales and large group music

Large Group Musical Development:

Although different performing ensembles will rehearse differently, it is generally agreed upon that the following items are crucial to the success of large group musical development:

Regular rehearsal time of at least 25 minutes in length. Rehearsal should be no more that 45-50 minutes in length for students in grades 6-8, because most students' muscular development is not yet sufficient to support lengthy playing.

Various warm-ups for large groups such as, the Paynter Warm-Up; Warm-Ups and Tune-Ups for Band; 16 Weeks to a Better Band, and Symphonic Techniques for Band. Warm-ups should include rhythmic studies, long tone studies, and intonation studies.

Scale study using major scales for students in grades 6-8, and major and minor scales for students in grades 9-12. Memorization of scales is encouraged to promote technical accuracy.

Regular sight-reading during large group rehearsal. Sight-reading will help to improve concentration, tonal accuracy, and a general increase in music reading skills.

Materials Used:

Selmer Scale Sheet, published by Selmer, Incorporated

Grades 7-8 band should run on a three-year curriculum repertoire cycle. The repertoire should be divided so that quality, educational music can be used again and again, without repetition to the students in the program, which tends to promote boredom. The list that follows is by no means complete, and should not be limited to these selections. Any literature written by these composers would be worth consideration.

YEAR 1
Anasazi, John Edmonson
Air for Band, Frank Erickson
Little Suite for Band, C. Grundman
Choral and Canyon, A. McGinty
Korean Folk Song, James Ployhar
Zuni Legend, Mark Williams

YEAR 2
Kentucky 1800, C. Grungman
Freemen Overture, John Edmonson
Astro Overture, John Kinyon
Simple Gifts, James Ployhar
Lethbridge Overture, Ployhar
Slavonic Folk Suite, Reed

YEAR 3
Balladair, Frank Erickson
Two Moods, Clare Grundman
English Hunting Song, John Kinyon
Emerald Point Overture, A. McGinty
Shenandoah, James Ployhar
Three Ayres from Gloucester, Stuart

Evaluation:
Students in large group music classes will be evaluated over the following:

Participation in large group rehearsals
Attendance at large group rehearsals

Grades 9-12 Band should run on a four-year curriculum repertoire cycle. The cycle achieves the same purpose at the 7-8 three-year cycle listed above, and also should not be limited to these selections.

YEAR 1
The Typewriter, Leroy Anderson
Prelude, Siciliano, and Rondo, Malcolm Arnold
Do Not Gentle Into That Good Night, Del Bargo
Variations on a Nautical Hymn, Mark Williams
Ye Banks and Braes O'Bonnie Doon, Percy Grainger
Prelude and Rondo, David Holsinger
Elegy for a Young American, Ronal LoPresti
Festivo, Vaclav Nelhybel
Green Sleeves, Alfred Reed
Emperato Overture, Claude T. Smith
English Folk Song Suite, Ralph Vaughn Williams
Variation Overture, J. Clifton Williams
Regatta for Winds, David Shaffer

YEAR 2
The Syncopated Clock, Leroy Anderson
Overture for Winds, Charles Carter
Music for Winds and Percussion, Del Botgo
Overture for a Celebration, Steve Hodges
Irish Tune from Country Derry, Grainger
Second Suite in F, Gustav Holst
Canto, W. Francis McBeth
Estampie, Vaclav Nelhybel
A Festival Prelude, Alfred Reed
The Liberty Bell, John Philip Sousa
Amparito Roca, Jaime Texidor
Dedicatory Overture, J. Clifton Williams
Chorale and Shaker Dance, John Zdechlik

YEAR 3
Bugler's Holiday, Leroy Anderson
Variations on a Korean Folk Song, J. B. Chance
Toccata for Band, Frank Erickson
American Folk Rhapsody #1, #2, #3, and #4, Grundman
Chant and Jubilo, W. Francis McBeth
Vaquero, Sammy Nestico
The Hounds of Spring, Alfred Reed
God of Our Fathers, Claude T. Smith
Sea Songs, Ralph Vaughn Williams
Cacciaand Chorale, J. Clifton Williams

YEAR 4

Sleigh Ride, Leroy Anderson
Parade of Tall Ships, Jay Chattaway
The Blue and the Gray, Clare Grundman
First Suite in E Flat, Gustav Holst
Masque, W. Francis McBeth
Pageant, Vincent Persichetti
Incidental Suite, Claude T. Smith
Sonus Ventorum, Claude T. Smith
Elsa's Procession to the Cathedral, Wagner
Symphonic Dance #3 "Fiesta", William

Evaluation:

Students in large group music classes will be evaluated over the following:

- Participation in large group rehearsals
- Attendance at large group rehearsals
- Quiz and test scores
- Performance examination scores

Band Lessons

The individual lesson is crucial to a strong music program. An individual, 15-minute lesson once per week will be required of all instrumental students in grades 5-8. Lessons will be strongly encouraged for students in grades 9-12, especially if students are interested in honor band placement, solo and ensemble literature, and pursuance of music performance in college.

Students in grades 5-8 can be taken out of class if needed, but students will be removed from study halls and recesses whenever possible. The lesson schedule for students in grades 5-6 will be arranged by the elementary music teacher and classroom teachers. Lessons for students in grades 7-8 will be arranged by the junior high guidance counselor and band director. Lessons for students in grades 9-12 will occur during student's study hall periods and the schedule will be arranged by the band director.

Lessons will consist of proper war-up techniques, scale study, the recommended course of study listed below, rhythm work, and the study of solo and ensemble materials. Period checks of playing ability and musical knowledge may also be done during student's lessons.

Materials used:
Essential Elements, 2000
Published by Hal Leonard Corp., 2000

7th and 8th GRADE BAND
COURSE OUTLINE

UNIT 1 – MARCHING BAND – 15 DAYS

1. Class rules, grading policy, and course outline
2. Introduction of Music, order of Lyres
3. Concert b flat major scale
4. Music only
5. Music feet with marching feet
6. Introduction to commands
7. Music with commands
8. Memorize concert b flat major scale
9. Outdoor music
10. Street marching
11. Marching performance

UNIT 2 – HOLIDAY MUSIC – 18 DAYS

1. Concert E flat scale
2. Sight-reading holiday music
3. Baroque period history
4. Canon and imitative styles
5. Rehearsal of holiday music
6. Concert A flat scale
7. Holiday music terms
8. Performance of Holiday music

UNIT 3 – WINTER CONCERT MUSIC – 22 DAYS

1. Concert scale
2. Sight-reading winter music
3. Classical period history
4. Overture and march styles
5. Concert F scale
6. Time signature
7. Rehearsal of winter music
8. Concert G scale
9. Winter music terms
10. Performance of winter music

UNIT 4 – SPRING CONCERT MUSIC – 22 DAYS

1. Concert D scale
2. Sight-reading spring music
3. Romantic period history
4. Suite and folk music styles
5. Note value
6. Rehearsal of spring music
7. Concert A scale
8. Spring music terms
9. Performance of spring music

Subject Area: Junior High Band – Marching Band Unit **Length of Unit:** 6-7 Weeks

Instructor: Jack Barron

STANDARD 1: Understands signs and symbols in printed music

Benchmarks:

1. Echoes a rhythmic pattern
2. Reads and performs a simple rhythmic pattern
3. Recognizes contrast in concepts

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Rehearsal with scale sheets	Play, from memory, a concert B flat scale *Students may name the notes of the B flat scale.	Concert B flat scale performance. Write concert B flat scale.	*SPECIAL HOTS MCGF
2	Rehearsal of marching band music.	Play, with accuracy, one marching band tune of grade 2 or 2+. *Play new marching band music	Playing test on marching music. Performance at Halftime show and parades	*LS HOTS MCGF
3	Rehearsal of marching band music, discussion of phrases and climax points	Play with accuracy, one marching band tune of grade 2 or 2+ *Teacher modeling of loud/soft and/or long/short.	Class discussion. Teacher observation	*SPECIAL HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Junior High Band – Holiday Music Unit **Length of Unit:** 6-7 Weeks

Instructor: Jack Barron

STANDARD 3: Students will be wise consumers and listeners of music.

Benchmarks:

1. Demonstrates a personal response to music performed and heard.
2. Plays active attention to a short listening session
3. Enjoys, listens to, and partakes in music outside of class

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Teacher modeling and student rehearsal of appropriate dynamics and articulations.	Play correct dynamics and articulations in grade 2 or 2+ holiday music *Teacher led discussion on how a piece of music affects you	Student observation Class discussion	*CS HOTS MCGF
2	Presentation and listening examples of canonic and imitative devices: Play sheet music "Row, Row, Row Your Boat," and "Canon in D," and listen to "Toccata and fugue in D Minor"	Recognize and define canonic and imitative forms *Students sing "Row, Row, Row Your boat" and hum "Canon in D"	Student observation Class Discussion	*SPECIAL HOTS MCGF
3	Students review favorite holiday music	Select professional instrumental group of high quality *Students use own recordings, or from the musical library. etc.	Oral reviews Written reviews	*MEDIA HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Junior High Band – Winter Concert Music Unit **Length of Unit:** 8-9 Weeks

Instructor: Jack Barron

STANDARD 2: Understands music as a reflection of history and culture.

Benchmarks:

1. Understands differences between basic music and styles
2. Recognizes characteristics that make certain music suitable for specific use.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Sight-read several different styles as possible concert selections.	Recognize and define overture and march styles, along with other styles being performed on the winter concert *Students orally identify marches and overtures.	Students list overtures and marches. Students aurally identify a march and an overture	*SPECIAL HOTS MCGF
2	Teacher presentation on march style and organization, group rehearsal on music.	Recognize and define the march style. *Students use CDs brought from home, or from music library.	Partners list occasions suitable for marches. Partners listen to CDs and pick 2 songs they would like to hear at a parade.	*MEDIA HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Junior High Band – Spring Concert Unit **Length of Unit:** 8-9 Weeks

Instructor: Jack Barron

Standard 4: Students will be skillful performers of music.

Benchmarks:

1. Reads and notates music
2. Perform simple melodic patterns in tune
3. Perform a varied repertoire of music representing diverse genres and styles

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Group rehearsal of concert D scale with scale sheets	Play, from memory, the concert D scale *Name the notes of the concert D scale	Concert D scale performance Write concert D scale	*SPECIAL HOTS MCGF
2	Group rehearsal of concert A scale in eighth notes with scale sheets.	Play from memory, the concert A scale *Name the notes of the concert D scale	Concert A scale performance Write concert A scale	*SPECIAL HOTS MCGF
3	Sight reading of possible pieces for concert program	Recognize and define the style and organization of a suite and folk music. *Students play selected concert band music.	Concert performance. Playing test.	*LS HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

9-12 BAND COURSE OUTLINE

UNIT 1 – MARCHING BAND – 7-8 WEEKS

1. Introduction to course, grade policy, expectations
2. Marching music
3. Glide step
4. Body posture/head angle
5. Horn/drum angle
6. Marching music terms
7. History of drum corps
8. Reading drill charts
9. Marching band performances

UNIT 2 – BROADWAY, SHOW, OR POPULAR MUSIC – 5-6 WEEKS

1. Concert F, b flat, E flat, A flat scales
2. Sight-reading
3. Broadway, show, or popular music
4. Terms from Unit 2 music
5. History of composers from Unit 2
6. Broadway, show, or popular music performance

UNIT 4 – WINTER CONCERT MUSIC – 9-10 WEEKS

1. Concert G, D, A, E scales
2. Sight-reading
3. Winter concert music
4. Terms from Unit 4 music
5. History of composers from Unit 4
6. Musical style of Unit 4 music
7. Winter concert music performance

UNIT 6 – SERIOUS CONTEST MUSIC – 9-10 WEEKS

1. Concert D flat, B, G, flat/F sharp
2. Sight-reading
3. Contest music
4. Terms from Unit 6
5. History of composers from Unit 6
6. Contest music performance

Subject Area: 9-12 Marching Band Unit **Length of Unit:** 8-9 Weeks

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music

Benchmarks:

1. Echoes a rhythmic or melodic pattern
2. Reads and performs a simple rhythmic pattern
3. Recognizes contrast in concepts

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Group rehearsal of selected marching music with teacher modeling	Play, with technical accuracy, rhythmic accuracy, and expression, selected marching band music. *Marching band hones coordination skills	Mini concerts Marching band performance.	*HGD HOTS MCGF
2	Group rehearsal of selected marching music with teacher modeling	Play, with technical accuracy, rhythmic accuracy, and expression, selected marching band music *Teacher modeling and student rehearsal of marching band music.	Mini concerts Marching band performance	*LS HOTS MCGF
3	Rehearsal of marching band music, discussion of phrases and climax points.	Play, with musicality, selected marching band music. *Teacher led discussion of group dynamics	Mini-Concerts Marching band performance.	*GUID HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 9-12 Broadway, Show, and Popular Music Unit **Length of Unit:** 6-7 Weeks

Instructor: Jack Barron

Standard 2: Understands music as a reflection of history and culture

Benchmarks:

1. Understand differences between basic music styles – march, lullaby, jazz, classical, etc.
2. Recognizes characteristics that make certain music suitable for specific uses

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Presentation of musical terms in selected band music	Define style, and correctly follow musical terms from Broadway, show, or popular music. *Oral essay on song style	Terms quiz. Written essay on song style.	*SPECIAL HOTS MCGF
2	Group rehearsal of selected music with teacher modeling of expression and dynamics.	Play, with expression and appropriate dynamics, Broadway, show or pop music. *Student-led sectional rehearsal and performance.	Mini-concerts. Sectional performances Individual performance evaluation.	*CS HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 9-12 Winter Band Concert Unit **Length of Unit:** 8-10 Weeks

Instructor: Jack Barron

Standard 3: Students will be wise consumers and listeners of music.

Benchmarks:

1. Demonstrates a personal response to music performed and heard
2. Plays active attention to a short listening session
3. Enjoys, listens to, and partakes in music outside of class

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Group rehearsal of music, with teacher modeling of appropriate expression and dynamics, and student practice	Play, with expression and appropriate dynamics, selected music. *Oral essay describing personal response	Class discussion. Written essay describing personal response	*SPECIAL HOTS MCGF
2	Listen to recording of selected music being rehearsed.	Listen to professional recording for modeling of appropriate style and character of selected music. *Listen to recordings of various musicians from different backgrounds	Teacher observation. Mini-concerts	*MCGF HOTS MCGF
3	Reviews of student chosen CDs.	Select professional recording of wind ensemble literature with excellent balance, expression, and technicality. *Student's own CDs, CDs from music library, public library, school library.	Written reviews. Student presentations.	*MEDIA HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: 9-12 Spring Concert/Contest Repertoire Unit **Length of Unit:** 8-10 Weeks

Instructor: Jack Barron

Standard 4: Students will be skillful performers of music

Benchmarks:

1. Reads and notates music
2. Performs simple melody patterns in tune
3. Performs varied repertoire of music representing diverse genres and styles

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Group rehearsal of the concert B, D flat, and G flat scales	Play, from memory, the Concert B, D flat and G flat scales *Students write out the circle of fifths	Mini-concerts. Write notes of requested scales Individual performance evaluations	*TAG HOTS MCGF
2	Sight-read selected contest repertoire.	Sight-read, with excellent accuracy, serious contest music. *Music from various cultures	Student observation. Sectional performances. Individual performance evaluations	*GS HOTS MCGF
3	Perform selected contest repertoire	Perform serious contest music at an outstanding level. *Students work cooperatively to present performance.	Judges' critique. Audience response.	*CS HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

PERCUSSION INSTRUMENT
SKILLFUL PERFORMERS OF MUSIC
LEVELS OF PERFORMANCE

LEVEL 1: (GRADE 5-6)
THE STUDENT WILL UNDERSTAND AND/OR BE ABLE TO PERFORM:

1. basic rudiments appropriate to Level One instruction including the single stroke, rebound stroke, flam stroke and their possible combinations.
2. proper grip and stroke techniques.
3. proper height of and approach to beginning percussion instruments.
4. the philosophy of total percussion to include the primary areas of keyboard percussion, timpani, snare drum, and accessory instruments.

LEVEL 2: (GRADE 7-8)
THE STUDENT WILL UNDERSTAND AND/OR BE ABLE TO PERFORM:

1. basic rudiments appropriate to Level Two instruction including the single and double stroke rolls, flams, ruffs, and paradiddles.
2. simple melodies and scales on mallet percussion instruments.
3. total percussion philosophy including percussion ensemble, multiple percussion, accessory percussion and the role of percussion in bands and orchestras.
4. techniques of tone production and articulation on percussion instruments for attacks, releases, accents, staccatos, and legatos.
5. tone production proper playing area and tuning techniques for timpani
6. musicianship techniques related to Level Two wind instruments.
7. beginning drum set techniques.

LEVEL 3: (GRADE 9-10)
THE STUDENT WILL UNDERSTAND AND/OR BE ABLE TO PERFORM:

1. musicianship techniques related to Level Three wind instruments.
2. sight-reading ability of intermediate to advance snare drum literature.
3. mallets: additional scales and sight-reading appropriate to Level Three.
4. on all members of the percussion family as required in the literature performed.
5. percussion ensemble literature appropriate to this level.
6. continuation of drum set study.

LEVEL 4: (GRADE 11-12)
THE STUDENT WILL UNDERSTAND AND/OR BE ABLE TO PERFORM:

1. musicianship techniques related to Level Four wind instruments.
2. advanced snare drum literature and studies.
3. advanced timpani technique including rapid tuning changes
4. mallet instruments; mastery of scales and arpeggios; advanced literature.
5. proficiency with all percussion instruments.
6. advanced percussion ensemble literature.
7. advanced drum set proficiency including chart reading with jazz band.

MUSIC THEORY COURSE OUTLINE

1. Basic Notation
   - The Staff, Notes and Pitches
   - Treble Clef and Staff, Bass Clef and Staff
   - Grand Staff and Leger Lines (the middle notes)
   - Ledger Lines (low and high notes)
   - Ear Training – High and Low pitches, Up and Down Pitch Movement

2. Note and Rest Values in 4/4 Time
   - Note Values
   - Measure, Bar Line and Double Bar
   - 4/4 time Signature and Note Values
   - Whole, Half, and Quarter Rests
   - Ear Training – 4/4 Rhythm Dictation

3. Additional Time Signatures
   - 2/4 Time Signature
   - 3/4 Time Signature
   - Dotted Half Notes
   - Ties and Slurs
   - Ear Training – 2/4 & 3/4 Rhythmic Dictation

4. Performance Markings/Signs
   - Signs, Eighth Notes Values
   - Repeat Sign, 1st and 2nd Endings
   - Eighth Notes and Eighth Rests
   - Dotted Quarter Notes
   - Ear Training – Identifying Strong Beats, Dictation in 4/4 and 3/4 Time

5. Performance Markings/Signs
   - Dynamic Signs
   - Tempo Markings
   - Articulation
   - D.C., D.S., Coda and Fine
   - Ear Training – Dictation on Performance Markings

6. Accidentals
   - Flats, Sharps, and Naturals
   - Whole Steps, Half Steps, and Enharmonic Notes
   - Ear Training – Melodic Dictation

7. Major Scale Construction and Key Signatures
   - Sharp Scales – G and D Major
   - Flat Scales – F and Bb Major
   - Key Signatures For Sharps and Flats
   - Ear Training – Recognizing Major Scale Tonality, Rhythm Dictation

8. Remaining Major Scales/Key Signatures, Circle of Fifths
   - Remaining Major Scales/Key Signatures
   - Chromatic Scale
   - Intervals
   - Circle of Fifths
   - Ear Training – Recognizing Major/Chromatic Scales, Rhythmic Dictation

9. Intervals
   - Perfect and Major Intervals
   - Minor Intervals
   - Augmented and Diminished Intervals
   - Solfege and Transposition
   - Ear Training – Interval Dictation

10. Sixteenth Notes, Dotted Eighth Notes, Common/Cut Time
   - Sixteenth Notes and Rests
   - Dotted Eighth Notes
   - Common Time and Cut Time
   - Ear Training – Rhythmic Dictation

11. Duple/Triple Rhythms, Syncopation
   - 3/8 & 6/8 Time Signatures and Rests In Slow and Fast Tempos
   - Incomplete Measures (Pick-Up Notes) and Syncopation
   - Ear Training – Rhythmic Dictation in 3/8 and 6/8 Time

12. Triads
   - Triads and Triad Construction
   - Primary and Major Triads
   - Scale Degree Names
   - The V7 (Dominant 7^{th}) Chord
   - Ear Training – Primary Triad

13. Inversions, Figured Bass, Major Chord Progressions
   - 1^{st} Inversion Triads and 2^{nd} Inversion Triads
   - V7 Chord and Inversions
   - Figured Bass
   - Major Chord Progressions
   - Ear Training – Inversion Dictation, Chord Progression Dictation

14. Minor Scales and Their Triads
   - Natural, Harmonic and Melodic Minor Scales
   - Minor Triads
   - Augmented and Diminished Triads
   - Ear Training – Minor Scale and Triad Recognition

15. Minor Chord Progressions, Modes
    - The Primary Triads in Minor Keys
    - Minor Chord Progressions
    - Modes Related to the Major Scale (Ionian, Mixolydian, and Lydian)
    - Modes Related to the Minor Scale (Aeolian, Dorian, Phrygian, Locrian)
    - Minor Key Chord Progression and Mode Identification Dictation

16. Harmonizing a Melody in a Major Key
    - Harmonizing a Melody in a Major Key
    - Broken Chords and Arpeggiated Accompaniments
    - Passing and Neighboring Tones
    - Composing a Melody in a Major Key
    - Ear Training – Inverted Chord and Arpeggiated Accompaniment Dictation

17. Harmonizing a Melody in a Minor Key
    - Harmonizing a Melody in a Minor Key
    - Composing a Melody in a Minor Key
    - 12-Bar Blues Progression
    - The Blues Scale
    - Ear Training – Blues Scale Dictation

18. Compositional Forms
    - Basic Forms of Music – Motive and Phrase
    - AB (Binary) Form
    - ABA (Ternary) Form
    - Rondo Form
    - Ear Training – Identifying musical forms

Subject Area: Music Theory – Unit 1, Basic Notation **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

3. Recognizes contrast in concepts

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lessons 1-5	Learns bass and treble clef staff and notes, the grand staff and ledger lines. *Teacher plays notes for aural exam of contrasts	Review Assignment P. 9. Students play given notes on a piano. Teacher written Unit Test	*SPECIAL HOTS MCGF
1.3	Unit 1 Ear Training	Recognizes pitch differences	Assessment P. 8. Teacher written Unit Test.	HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 2, Note and Rest Values In 4/4 Time **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

1. Echoes a rhythmic or melodic pattern
2. Reads and performs a simple rhythm pattern
3. Recognizes contrast in concepts

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Lesson 8	Differentiate between the different note and rest values	Teacher observation. Students clap teacher given rhythms. Teacher written Unit Test	HOTS MCGF
1.2	Lesson 8	Learns to recognize the different note and rest values *Students rewrite incorrect notation	Teacher observation. Lesson Exercises P. 12. Teacher written Unit Test	*LS HOTS MCGF
4.1	Lesson 6-7, 9	Learn to identify and write note/rests of different rhythmic values in 4/4 time *students write their own rhythm patterns	Unit Review P. 15 Teacher written Unit Test	*HOTS MCGF
1.3	Unit 2 Ear Training	Learn to differentiate note/rest values aurally	Assessment P. 14	HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 3, Additional Time Signatures **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

1. Echoes a rhythmic or melodic pattern
2. Reads and performs a simple rhythm pattern
3. Recognizes contrast in concepts

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Lesson 10	Become familiar with various meters and principles of note duration. * Students write their own rhythm patterns and lead the class in clapping them	Students clap teacher given rhythms. Teacher written Unit Test	*CS
1.2	Lesson 10	Become familiar with various meters and principles of note duration. *Students write rhythm patterns in "odd" meters (5/4, 7/4, etc.)	Students identify and rewrite incorrect rhythm patterns. Teacher written Unit Test	*HOTS
4.1	Lesson 10 -13	Become familiar with various meters and principles of note duration.	Students play rhythm pattern correctly on piano or instrument of their choice. Teacher written Unit Test	HOTS MCGF
1.3	Unit 3 Ear Training P. 20	Recognize and be able to notate different rhythms in 2/4 and 3/4 time	Assessment P. 20	HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 4, Performance Markings **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

1 Echoes a rhythmic or melodic pattern
2 Reads and performs a simple rhythm pattern
3 Recognizes contrast in concepts

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Lesson 15-16	Be able to perform 1/8th note rhythms *Students write and perform own rhythm patterns.	Teacher written Unit Test	*LS HOTS MCGF
1.2	Lesson 15-16	Be able to identify and write 1/8th note rhythms	P. 24 Ex. 4-5. Teacher written Unit Test	HOTS MCGF
1.3	Unit 4 Ear Training P. 26	Identify correctly time signatures of music written in 2/4 and 3/4 time, aurally.	Assessment P. 26 Teacher written Unit Test	HOTS MCGF
4.1	Lesson 15 Lesson 14 Lesson 17	Be able to identify and write 1/8th notes and rests. Understands Repeat signs and 1st/2nd endings Be able to identify and write dotted quarter notes. *students perform examples of music utilizing repeat signs and 1st/2nd endings on an instrument of their choice	P. 23 Ex. 1-4. Rewrite examples of music utilizing repeat signs and 1st/2nd endings. P. 25 Ex. 1-4.	*TAG HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 5, Performance Markings/Signs **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

1 Echoes a rhythmic or melodic pattern
3 Recognizes contrast in concepts

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Lesson 20	Recognize and be able to perform different articulation patterns	Sing teacher led articulation patterns. Teacher written Unit Test.	HOTS MCGF
1.3	Lesson 18-20 Unit 5 Ear Training P. 32	Recognize and be able to demonstrate the different dynamic levels, and tempo markings Correctly identify and notate correct dynamic, tempo, and tempo markings in recorded music *Students add their own dynamics to a piece of music. *Students perform their dynamic arrangements on an instrument of their choice	Plot changes in dynamics and tempos to selected recorded music. Teacher written Unit Test Assessment P. 32	*HOTS *TAG MCGF
4.1	Lesson 21	Understand the Italian words and symbols used to reduce the amount of music needed to notate a piece of music (D.C., D.S., Fine, Coda) *Teacher lead discussion on history of Performance Markings and how they may have developed if originated in a different country or culture	Re-notate and reduce a piece of music using the learned Italian symbols. Teacher written Unit Test	*MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 6, Accidentals **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

2. Reads and performs a simple rhythm pattern
3. Recognizes contrast in concepts

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music
2. Performs simple melody patterns in tune

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lesson 22-24	Learn to identify and write sharps, flats, and naturals in music	Teacher written Unit Test	HOTS MCGF
4.2, 1.2	Lesson 22-24	Learn to identify and play sharps, flats, and naturals on the piano	P. 34-35; Ex. 1-4, P. 36; Ex. 1-2	HOTS MCGF
1.3	Unit 6 Ear Training P. 38	Correctly identify the notate the use of sharps and flats presented in recorded music examples	Assessment P. 38	HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 7, Major Scales and Key Signatures **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

2. Reads and performs a simple rhythm or melodic pattern
3. Recognizes contrast in concepts

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music
2 Perform simple melodic patterns in tune

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lesson 26-30	Understand and be able to construct major scales and key signatures up to 2 sharps and 2 flats using the Tetrachord method and/or the Interval method	Teacher written Unit Test	HOTS MGCF
1.2, 4.2	Lesson 27	Understand performance aspects of scales *Students may perform scales on an instrument of their choice	Perform G & D Scales on piano	*TAG HOTS MGCF
1.3	Unit 7 Ear Training P. 48	Identify correctly played tetrachords and major scales presented in recorded music examples	Assessment P. 48	HOTS MGCF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Unit 8 – Remaining Major Scales/Key Signatures, Intervals, Circle of 5ths **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

3. Recognizes contrast in concepts

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lesson 31-32, 34	Apply previously learned scale and key signature lessons to remaining scales and keys, and relate them to the Circle of 5ths. *Student apply knowledge of the Circle of 5ths, to understand and explain the Circle of 4ths	Ex. on P. 50 & 51 Teacher written Unit Test	*HOTS HOTS MCGF
4.1	Lesson 33	Be able to identify and write base intervals	Ex. on P. 52 Teacher written Unit Test	HOTS MCGF
1.3	Unit 8 Ear Training P. 54	Identify aurally, whole/half steps, and major/chromatic scales *Students create and play their own aural assessment tools	Assessment P. 54	*LS HOTS MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 9, Intervals, Solfege, and Transposition **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

3. Recognizes contrast in concepts

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music
2. Performs simple melody patterns in tune

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lessons 35-37	Take previously taught lesson on base intervals and learn how to make Major, Minor, Augmented, or Diminished intervals from them by increasing or decreasing the interval	Exercises on P. 56-58. Teacher written Unit Test	MCGF HOTS
4.1, 4.2	Lesson 38	Learn the use of Solfege as a way to hear intervals, and as a tool in transposing a melody into a new key *Students work with partners, signing and identifying intervals *Students create transposed section from give melody	Exercises on P. 59 – Write and sing the given melodies in solfege Teacher written Unit Test	*CS *HOTS MCGF
1.3	Unit 9 Ear Training P. 60	Be able to hear and write Major, Minor, and Perfect intervals from recorded music examples *Students explore popular music to identify songs that demonstrate these intervals	Assessment P. 60 Teacher written Unit Test	*MEDIA MCGF HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 10, 1/16th Notes, Dotted 1/8th Notes, Common/Cut Time **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

1. Echoes a rhythmic or melodic pattern
2. Reads and performs a simple rhythmic or melodic pattern
3. Recognizes contrast in concepts

Standard 3: Students will be wise consumers and listeners of music
Benchmarks:

2. Pays active attention to a listening lesson

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lessons 39-40	Recognize and write 1/16th note rhythms utilizing both notes and rests *Students rewrite incorrect rhythm patterns	Exercises P. 62-63 Teacher written Unit Test	*LS MCGF HOTS
1.1, 1.2, 3.2	Lessons 39-40	Perform rhythms utilizing both 1/16th notes and rests *Students write their own rhythm patterns	Perform written rhythm patterns. Ex. 1, 4, and 5 P. 63, Teacher written Unit Test	*TAG MCGF HOTS
4.1	Lesson 41	Understand and be able to notate dotted 1/8th note rhythms.	Teacher written lesson test. Teacher written Unit Test	MCGF HOTS
1.1, 1.2, 3.2	Lesson 41	Perform rhythms utilizing dotted 1/8th note rhythms	Perform student written rhythm patterns. Ex. 2, P. 64 Teacher written Unit Test	MCGF HOTS
4.1	Lesson 42	Understand Common Time and Cut Time *Students explain the difference between common and cut time to Junior High music students	Ex. 1-6 P. 65 Teacher written Unit Test	*CS MCGF HOTS
1.3	Unit 10 Ear Training P. 66	Be able to recognize and notate dotted 18th note rhythm patterns and Cut Time patterns from recorded music examples	Assessment P. 66 Teacher written Unit Test	MCGF HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 11, Duple/Triple Rhythms, Syncopation **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

2. Reads and performs a simple rhythm or melodic pattern
3. Recognizes contrast in concepts

Standard 3: Students will be wise consumers and listeners of music
Benchmarks:

2. Pays active attention to a listening lesson

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lessons 43-44	Understands and can notate rhythms in 3/8 and 6/8 time in both slow and fast tempos *Student identify when music is performed in 3/8 or 6/8 meter	Exercises on P. 68-69 Teacher written Unit Test	*SPECIAL MCGF HOTS
4.1	Lesson 45	Understands and can notate triplets in duple time *Students write their own rhythm patterns	Exercises on P. 70 Teacher written Unit Test	*LS MCGF HOTS
1.2, 3.2	Lesson 43-45	Perform rhythms in fast and slow 6/8 or 3/8 time and triplets in duple time *Students write rhythm patterns in 9/8 and 7/8 time	Perform student written rhythm patterns. Ex. 1-2 on P. 69-70	*HOTS MCGF
4.1, 3.2, 1.2	Lesson 46	Understands, can notate, and can perform syncopated rhythms. *Students can identify where syncopation is being used in a recorded example	Exercises on P. 71 Teacher written Unit Test	*SPECIAL MCGF HOTS
1.3	Unit 11 Ear Training P. 72	Notate 6/8, 3/8, and triplet rhythms from recorded music examples	Assessment P. 72	MCGF HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 12, Triads **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

2. Reads and performs a simple rhythm or melodic pattern
3. Recognizes contrast in concepts

Standard 3: Students will be wise consumers and listeners of music
Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lessons 47-48, 50	Understand the construction of, and be able to notate triads/chords *Students perform triads/chords on a piano	Exercises on P. 74-75, 77 Teacher written Unit Test	*TAG MCGF HOTS
4.1	Lesson 49	Be able to identify by scale degree number and name, the notes of a scale *Student can identify the notes of a scale by scale degree number	Teacher written Lesson Test Teacher written Unit Test	*SPECIAL MCGF HOTS
1.2, 1.3, 3.1, 3.2	Unit 12 Ear Training P. 12	Be able to identify, notate, and play the Primary Triads from recorded music examples *Students identify given chords aurally.	Assessment P. 78. Students will bring in recordings of music containing the I, IV, and V7 chords. Teacher written Unit Test	*SPECIAL MCGF HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 13, Inversions, Figured Bass, Major Chord Progressions **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

2. Reads and performs a simple rhythm or melodic pattern
3. Recognizes contrast in concepts

Standard 3: Students will be wise consumers and listeners of music
Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lessons 51-53	Understand and be able to notate the first and second inversion of major chords, and the first, second and third inversions of the V7 chord.	Exercises 1-3 on P. 83-85 Teacher written Unit Test	MCGF HOTS
4.1	Lesson 54	Be able to analyze the chord inversions from lessons 51-53, and notate this analysis utilizing Figured Bass. *Teacher lead discussion on history of the development of Figured Bass	Ex. 1, P. 86 Teacher written Unit Test	* MCGF HOTS
4.1	Lesson 55	Understands the use of the I, IV, and V/V7 chords as the basic chord progression, and how the use of inversions smoothes out the sound. *Students write and perform their own chord progressions	Ex. 1-4, P. 87 Teacher written Unit Test	*TAG MCGF HOTS
1.2, 1.3, 3.1, 3.2	Unit 13 Ear Training P. 88	Be able to identify which inversion of a chord is being played in the recorded musical examples. Be able to play the examples written on P. 88	Assessment P. 88	MCGF HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 14, Minor Scales and Their Triads **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

2. Reads and performs a simple rhythm or melodic pattern
3. Recognizes contrast in concepts

Standard 3: Students will be wise consumers and listeners of music
Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lessons 56	Can identify/name the Relative minor scale to each major scale *Students perform minor scales on instrument of their choice	Teacher written Lesson Test Teacher written Unit Test	*TAG MCGF HOTS
4.1	Lesson 57	Can identify, explain, and notate the three forms of minor scales (natural, harmonic, and melodic). *Student can aurally identify the 3 different forms of the minor scale	Exercise 1, P. 91 Teacher written Lesson Test Teacher written Unit Test	*SPECIAL MCGF HOTS
4.1	Lesson 58-59	Be able to identify and construct minor, augmented, and diminished triads	Ex. 1, P. 93 Teacher written Lesson Test Teacher written Unit Test	MCGF HOTS
1.3, 3.1, 3.2	Unit 14 Ear Training P. 94	Identify aurally the three forms of the minor scales, and Minor, Augmented, or Diminished triads, as played in the recorded musical examples	Assessment P. 94	MCGF HOTS
1.2	Unit 14 Ear Training P. 94	Play minor, augmented, and diminished chords from exercises on P. 94	Assessment P. 94, #4-7	MCGF HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 15, Minor Key Chord Progressions w/Inversions, Modes **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:
2. Reads and performs a rhythmic or melodic pattern
3. Recognizes contrast in concepts

Standard 2: Understands music as a reflection of history and culture
Benchmarks:
1. Understands differences between basic music styles

Standard 3: Students will be wise consumers and listeners of music
Benchmarks:
1. Demonstrates a personal response to music

Standard 4: Students will be skillful performers of music
Benchmarks:
1. Reads and notates music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lesson 60-61	Be able to identify and notate the primary triads in minor keys, and use them and their inversions in basic minor key chord progression *Student can identify aurally the primary triads	Exercises P. 96-97 Teacher written Unit Test	*SPECIAL MCGF HOTS
1.2	Lesson 60-61	Perform minor key chord progressions *Student can identify when a minor key is being used in a recorded example	Exercises 1-4 P. 97	* SPECIAL MCGF HOTS
4.1, 2.1, 3.1	Lessons 62-63	Be able to identify and construct modes based on the major and minor scales Teacher lead discussion on the development of our scale system from the early mode system	Exercises 1-3 on P. 98-99	*MCGF MCGF HOTS
1.2	Lesson 62-63	Perform the 7 modes on a piano	Examples on P. 98-99	MCGF HOTS
1.3	Unit 15 Ear Training P. 100	Identify missing chords in a progression, and different forms of the modes from recorded musical examples	Assessment P. 100	MCGF HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 16, Harmonizing A Melody (Major Key), Accompaniments, Non-Chord Tones, Composing a Melody

Instructor: Jack Barron **Length of Unit:** 1 Week

Standard 1: Understands signs and symbols in printed music
Benchmarks:
2. Reads and performs a simple rhythm or melodic pattern
3. Recognizes contrast in concepts

Standard 2: Understands music as a reflection of history and culture
Benchmarks:
1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Standard 3: Students will be wise consumers and listeners of music
Benchmarks:
1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Standard 4: Students will be skillful performers of music
Benchmarks:
1. Reads and notates music
2. Performs simple melody patterns in tune
3. Performs varied repertoire of music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lesson 64	Learn to determine which chords to use when harmonizing a melody, and which inversion *Students share examples of their favorite music in our culture, and from other cultures	Exercise 1, P. 102 Teacher written Unit Test	*MCGF MCGF HOTS
4.1, 2.1, 2.2	Lesson 65	Learn how the type of accompaniment pattern, which is chosen, can change the sound of a piece. *Students identify chords for jazz, pop, and classical music in listening examples	Exercise 1, P. 103 Teacher written Unit Test	*TAG MCGF HOTS
4.1	Lesson 66	Learn how to use Non-Harmonic tones to add interest to a melody *Students rewrite simple melodies using Non-Harmonic tones	Ex. 1-2, P. 104 Teacher written Unit Test	*LS MCGF HOTS
1.3, 2.1, 3.1, 4.1, 4.3	Lesson 67	Students compose their own melody to given chord progressions *Students perform their melody on instrument of their choice	Ex. 1-2, P. 105 Teacher written chord progressions Teacher written Unit Test	*TAG MCGF HOTS
1.3	Lesson 68	Identify and notate chord progressions from recorded musical examples	Assessment P. 106	MCGF HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 17, Harmonizing a Melody (Minor Key) **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:

2. Reads and performs a simple rhythm or melodic pattern
3. Recognizes contrast in concepts

Standard 2: Understands music as a reflection of history and culture
Benchmarks:

1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Standard 3: Students will be wise consumers and listeners of music
Benchmarks:

1. Demonstrates a personal response to music
2. Pays active attention to a listening lesson
3. Enjoys, listens to, and partakes in music outside of school

Standard 4: Students will be skillful performers of music
Benchmarks:

1. Reads and notates music
2. Performs simple melody patterns in tune
3. Performs varied repertoire of music

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Lesson 68	Learn to determine which chords to use when harmonizing a melody, and which inversion *Students bring in examples of popular music written in minor keys	Exercises P. 108 Teacher written unit test	*MEDIA MCGF HOTS
1.3, 2.2	Lesson 69	Learn how to construct a pleasing melody using both chord and non-chord tones. Be able to articulate how a change in the use of rhythm and chord/non-chord tones can change the sound of a melody	Exercises P. 109 Teacher written unit test	MCGF HOTS
1.2, 2.1, 3.1, 3.2, 3.3, 4.2, 4.3	Lesson 70 & 71	Understands the construction of a blues progression and blues scale, and articulate its history and current use. *Bring in examples of current music utilizing the blues scale/progression.	Exercises, P. 110 Write their own blues melodies.	*LS MCGF HOTS
1.3	Ear Training Unit 17	Identify the Blues Scale and progression	Assessment P. 112	MCGF HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Music Theory – Unit 18, Compositional Forms **Length of Unit:** 1 Week

Instructor: Jack Barron

Standard 1: Understands signs and symbols in printed music
Benchmarks:
3. Recognizes contrast in concepts

Standard 2: Understands music as a reflection of history and culture
Benchmarks:
1. Understands differences between basic music styles
2. Recognizes characteristics that make music suitable for specific uses

Standard 3: Students will be wise consumers and listeners of music
Benchmarks:
2. Pays active attention to a listening lesson

Standard 4: Students will be skillful performers of music
Benchmarks:
3. Performs a varied repertoire of music representing diverse genres & styles

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.3, 2.2, 3.2	Lesson 72	Be able to define and recognize aurally, motives and phrases *Students bring in examples of motives and phrases	Aural test on Motives and Phrases.	*MEDIA MCGF HOTS
1.3, 2.1, 2.2, 3.2, 4.3	Lesson 73	Students be able to define and recognize aurally, music written in Binary form *Students bring in examples of motives and phrases	Aural test on Binary Form	*MEDIA MCGF HOTS
1.3, 2.1, 2.2, 3.2, 4.3	Lesson 74	Students are able to define and recognize aurally, music written in Ternary Form. *Students bring in examples of motives and phrases	Aural test on Binary Form.	*MEDIA MCGF HOTS
1.3, 2.1, 2.2, 3.2, 4.3	Lesson 75	Students are able to define and recognize aurally, music written in Rondo Form. *Students bring in examples of motives and phrases	Aural test on Rondo Form.	*MEDIA MCGF HOTS
1.3	Ear Training Unit 18	Students should be able to identify aurally, motives, phrases, and binary, ternary, and rondo forms of music	Assessment P. 118	MCGF HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)