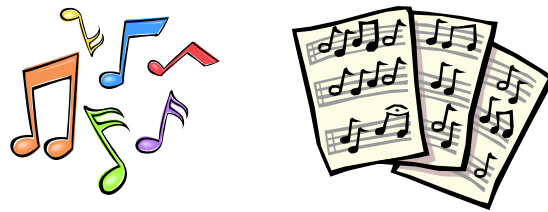


Music Framework

4-12



June 2003

(updated Aug. 04)

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PREFACE

The Millard Public Schools 6-12 Music staff has completed the framework writing phase of the curriculum cycle. In this phase, the staff has identified the direction for music curriculum and instruction in the future. The framework will form the theoretical base for writing curriculum guides in the next phase of the curriculum cycle. These curriculum guides will provide course by course descriptions of how the outcomes, assessments, and enablers contained in the framework will be translated into classroom practice. The curriculum guides will also specify how the materials menu will be used to facilitate instruction.

Music teachers from all secondary buildings participated in the development of the framework, providing a representative cross-section of the department. The participants in the framework development process include the following:

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INTRODUCTION

The Music Framework is designed to encourage the development of the whole student: individuals who are critical thinkers, self-directed learners, effective communicators, and cooperative, productive members of a group. Staff members have aligned the proposed framework with the National Music Standards.

National Standards for Music:

Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:
Students

- a. Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- b. Sing music written in four parts with and without accompaniment
- c. Demonstrate well-developed ensemble skills

Achievement Standard, Advanced:
Students

- a. Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- b. Sing music written in more than four parts
- c. Sing in small ensembles with one student on a part

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:
Students

- a. Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- b. Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- c. Perform in small ensembles with one student on a part

Achievement Standard, Advanced:
Students

- a. Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard, Proficient:
Students

- a. Improvise stylistically appropriate harmonizing parts
- b. Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- c. Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Achievement Standard, Advanced:
Students

- a. Improvise stylistically appropriate harmonizing parts in a variety of styles
- b. Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard, Proficient:
Students

- a. Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
- b. Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
- c. Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Achievement Standard, Advanced:
Students

- a. Compose music, demonstrating imagination and technical skill in applying the principles of composition

5. Content Standard: Reading and notating music

Achievement Standard, Proficient:
Students

- a. Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- b. Sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Achievement Standard, Advanced:
Students

- a. Demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs
- b. Interpret nonstandard notation symbols used by some 20th century composers
- c. Students who participate in a choral or instrumental ensemble or class
sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard, Proficient:

Students

- a. Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- b. Demonstrate extensive knowledge of the technical vocabulary of music
- c. 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

Achievement Standard, Advanced:

Students

- a. Demonstrate the ability to perceive and remember music events by describing in detail significant events (*e.g.*, fugal entrances, chromatic modulations, developmental devices) occurring in a given aural example
- b. 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
- c. Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

7. Content Standard: Evaluating music and music performances

Achievement Standard, Proficient:

Students

- 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

Achievement Standard, Advanced:

Students

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

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard, Proficient:

Students

- a. Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) 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 from various cultures
- c. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (*e.g.*, language arts: compare the ability of music and literature to convey images, feelings, and meanings; physic: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transmission and perception of sound)

Achievement Standard, Proficient:

Students

- a. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
- b. Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts (*e.g.*, creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers)

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard, Proficient:

Students

- a. Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- b. Identify sources of American music genres (*e.g.*, swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them
- c. Identify various roles (*e.g.*, entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Achievement Standard, Advanced:

Students

- a. Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- b. 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 produced the synthesis of influences

The proposed framework identifies the outcomes and enabling skills that are necessary for developmentally and conceptually appropriate curriculum.

Glossary
MENC Performance Standards for Music

Classroom instruments. Instruments typically used in the general music classroom including, for example, recorder-type instruments, chorded zithers (e.g., Autoharps or ChromAharps), mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments

Elements of music. Pitch, rhythm, harmony, dynamics, timbre, texture, form

Expression, expressive, expressively. With appropriate dynamics, phrasing, style, and interpretation and appropriate variations in dynamics and tempo

Form. The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure

Genre. A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland)

Level of difficulty. For purposes of these standards, music is classified into six levels of difficulty:

Level 1 - Very easyEasy keys, meters, and rhythms; limited ranges

Level 2 - EasyMay include changes of tempo, key, and meter; modest ranges

Level 3 - Moderately easy.....Contains moderate technical demands, expanded ranges, and varied interpretive requirements

Level 4- Moderately difficult.Requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys

Level 5 - DifficultRequires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, subtle dynamic requirements

Level 6 - Very difficultSuitable for musically mature students of exceptional competence

MIDI (Musical Instrument Digital Interface). Standard specifications that enable electronic instruments such as the synthesizer, sampler, sequencer, and drum machine from any manufacturer to communicate with one another and with computers

Style. The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), form or type of composition (fugal style, contrapuntal style), or genre (operatic style, bluegrass style).

Technical accuracy, technical skills. The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

MILLARD ESSENTIAL LEARNER OUTCOMES

- CITIZENSHIP • CONSUMER ECONOMICS • FINE AND PERFORMING ARTS • HUMAN RELATIONS •
- LITERACY AND COMMUNICATION • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING •
- SCIENCE • SOCIAL STUDIES • TECHNOLOGY • WELLNESS •

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency on these twelve indicators by meeting established standards on district-wide assessments. This proficiency, along with the successful completion of 225 credits for the class of 2004 and beyond, is used for diploma granting or denial. Students in the Millard Public Schools will:

LITERACY AND COMMUNICATION

1. Demonstrate competencies in reading to understand and evaluate a variety of texts.
2. Demonstrate competencies in writing in a variety of modes.

MATHEMATICS

4. Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
5. Understand and use attributes of geometric figures and systems of measurement.
6. Demonstrate knowledge of and use coordinate systems and algebraic concepts.
7. Select, organize, display and analyze data.
8. Apply appropriate mathematical strategies to solve problems.

SCIENCE

9. Use scientific processes to understand the unifying concepts of the natural world.
10. Demonstrate understanding of life, physical, earth and space sciences.

SOCIAL STUDIES

11. Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.
12. Demonstrate practical knowledge of history, economics and geography.
13. Understand global interdependence.

Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught), competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used for diploma-granting or denial.

LITERACY AND COMMUNICATION

3. Demonstrate appropriate speaking and listening skills for a variety of settings.

CONSUMER ECONOMICS

- Demonstrate skills in managing money.
- Make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Understand ethnic and cultural differences.
- Understand human differences.

TECHNOLOGY

- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.

WELLNESS

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.

LIFE SKILLS AND PERFORMANCES

Within the school setting, students in the Millard Schools will:

READINESS FOR WORK

- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.

READINESS FOR LIFE-LONG LEARNING

- Demonstrate ability to set and pursue short term and long term goals.
- Obtain, organize and evaluate information successfully.
- Develop the attributes of:
 - integrity,
 - self-discipline,
 - positive attitude,
 - perseverance.

CITIZENSHIP

- Participate in community and/or school organization.
- Acknowledge diversity of others.
- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.

Curriculum, Instruction, and Assessment Written Curriculum – Content Standards

6110.1

Revised: Strategic Planning
December 5, 1996

T-Chart Approved: Millard Board of Education
January 13, 1997

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003

Millard Public Schools
Omaha, NE

PHILOSOPHY STATEMENT

MUSIC

Music education is essential for every child. Music education provides unique aesthetic, creative, and academic experiences that integrate all areas of learning. The skills, knowledge, and habits acquired in the study of music develop important life skills, enriching student lives now and in their future personal and professional endeavors. Millard Public Schools will provide a comprehensive music curriculum, adequate instructional time, and qualified teachers to meet the needs and capacities of all students, at all grade levels.

DIFFERENTIATION

Differentiation is essential for all learners' success. Students come to the Music Education setting with multiple levels of motor and psycho-motor ability. The use of differentiation allows each child to operate at their optimal level. Recognizing and meeting these individual needs will further benefit maximum learning and transfer of knowledge. In the Music Education setting, the teacher will find it necessary to adapt enabling skills in order to meet individual student abilities, especially those students that are mainstreamed from the Special Education program or identified as High Ability Learners.

Music teachers will make a conscious use of differentiation strategies by continuing to pursue and apply information and materials related to learning styles, multiple intelligences, cultural and ethnic differences, and physical and intellectual abilities. This will ensure success for all students.

In addition, music classrooms can create opportunities that address student strengths in each area identified as multiple intelligences. Examples of the application of each intelligence include the following:

Logical/Mathematical	Draw a note value pyramid Describe a pattern in a piece of music
Body/Kinesthetic	March and play Clap and tap rhythms
Spatial	Draw scales Notating music
Interpersonal	Cooperative work Group performance
Intrapersonal	Set goals Interpret music Assess aesthetic value of music
Linguistic	Written work Concert reviews Theory worksheets Describe music
Musical	Perform a music selection Interpret a musical selection
Naturalist	Marching band

SUGGESTED REFERENCES

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5th GRADE BEGINNING BAND

Course Description: Fifth grade band is an introductory instrumental music course. This year long course is designed to begin an elementary student on a band instrument that is complementary to the physical make-up of the student and in response to the results of the fourth grade music assessment. Students will learn proper rehearsal behavior (attentiveness, respect, good posture, etc.), three major scales, use of key signatures, counting systems, fundamentals of music theory, tone production, breath control, articulation, and the importance of practicing for improvement. Students are required to turn in practice records and also to perform at all concerts. Students will meet in homogeneous instrument groups (e.g., flute, trumpet, percussion) a minimum of twice per week.

Outcome 1: Performing on instruments, alone and with others, a varied repertoire of music

Objectives:

1. Recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Understand and demonstrate the mechanics that allow them to play in tune
3. Recognize characteristic concert scales/rudiments
 - Major (B^b, E^b F)
 - Rudiments
 - Single Stroke Roll
 - Single Paradiddle
 - Flam Tap
 - 9 Stroke Roll
 - Rudimental (Double Stroke Long Roll)
 - Flam
 - 5 Stroke Roll
 - 17 Stroke Roll
4. Read, Count, and Perform
 - Notes and respective rests: whole, half, quarter, eighth, dotted half, dotted quarter
 - Time Signatures: 2/4, 3/4, 4/4 (Common)
5. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions

Assessment:

Students will perform from memory required scales/rudiments for each grade level using proper tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Objectives:

1. Identify and play in the concert keys of B^b, E^b, F
2. Identify and play rhythms using the following notes and respective rests:
 - whole
 - half
 - quarter
 - eighth
 - dotted half
 - dotted quarter
3. Identify and play time signatures
 - 2/4, 3/4, 4/4 (Common)
4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability (*Standard of Excellence, Book I*)
5. Recognize and perform phrasing using breath marks

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression.

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening to, analyzing and describing music

Objective:

1. Demonstrate knowledge of the following in their analysis of music:
 - Texture
 - Melody
 - Rhythm
 - Intervals
 - Style
 - Form
 - Harmony
 - Timbre
 - Dynamics
 - Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Music Performances

Objectives:

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
2. Evaluate the quality and effectiveness of their own and others' performance and compositions and evaluate arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Assessment: Discussion

Outcome 5: Understanding interdisciplinary relationships

Objectives:

1. Identify similarities and differences in the meanings of common terms used in the various arts
2. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: Understanding music in relation to history and culture

Objectives:

1. Describe in simple terms how elements of music are used in music examples from various cultures of the world
2. Describe the origin and history of compositions

Assessment: Oral and playing assessment

Outcome 7: Composing and arranging music within specified guidelines

Objectives:

1. Draw the notes, rests, and musical symbols previously introduced
2. Complete a given melody by filling in the missing notes
3. Compose an ending to a given melody

Assessment: Students will complete the composition requirement in the district method book or other specified materials

6th GRADE INTERMEDIATE BAND

Course Description: Sixth grade band is a continuation of the instrumental music studies begun in 5th grade. In addition to improving individual playing skills, students will begin to learn group playing techniques. Every band student will learn proper rehearsal behavior (attentiveness, respect, good posture, etc.), three major and three minor scales the chromatic scale, fundamentals of music theory, tone production, breath control, and the importance of practicing for improvement. Percussionists will also learn twelve rudiments. Band is a graded course. Students are required to turn in weekly practice records and perform at all scheduled concerts. Students will meet a minimum of twice per week all year.

Outcome 1: Performing on an instrument, alone and with others, a varied repertoire of music

Objectives:

1. Recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Understand and demonstrate the mechanics that allow them to play in tune
3. Play characteristic concert scales/rudiments
 - Major (B^b, E^b, F), Relative Natural Minor, Chromatic
 - Rudiments
 - Single Stroke Roll
 - Single Paradiddle
 - Flam Tap
 - 9-Stroke Roll
 - Flam Accent # 1
 - Flam Accent # 2
 - Rudimental (Double Stroke Long) Roll
 - Flam
 - 5-Stroke Roll
 - 17-Stroke Roll
 - Flam Paradiddle
 - Drag
4. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions

Assessment:

Students will perform from memory required scales/rudiments for each grade level using characteristic tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Objectives:

1. Identify and play in the Concert keys of Major (B^b, E^b, F), Relative Natural Minor, Chromatic
2. Identify and play rhythms using the following notes and respective rests:
 - whole
 - half
 - quarter
 - eighth
 - dotted half
 - dotted quarter
 - sixteenth
3. Identify and play time signatures
 - 2/4, 3/4, 4/4, 6/8, Cut Time, 3/8
4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability (*Standard of Excellence, Book II*)
5. Recognize and perform phrasing using the following:
 - breath marks
 - 4-bar phrases

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening to, analyzing and describing music

Objectives:

Demonstrate knowledge of the following in analysis of music:

- Texture
- Melody
- Rhythm
- Intervals
- Style
- Form
- Harmony
- Timbre
- Dynamics
- Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Music Performance

Objectives:

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
2. Evaluate the quality and effectiveness of their own and others' performance and compositions and evaluate arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Assessment: Oral

Outcome 5: Understanding interdisciplinary relationships

Objectives:

1. Identify similarities and differences in the meanings of common terms used in the various arts
2. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: Understanding music in relation to history and culture

Objectives:

1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures
2. Identify and describe roles of musicians in various music settings and cultures
3. Demonstrate audience behavior appropriate for the context and style of music performed
4. Describe the origin and history of compositions

Assessment: Discussion and performance

Outcome 7: Compose and arrange music within specified guidelines

Objectives:

1. Draw the notes, rests, and musical symbols introduced in the pieces studied
2. Compose an ending to a given melody
3. Compose an variation on a given melody
4. Complete a given melody by filling in the missing notes

Assessment: Students will complete the composition requirement in the district method book or other specified materials

BAND 7

Course Description: Seventh Grade Band is a yearlong course open to students who have successfully completed the objectives of sixth grade band or the equivalent, possess a desire to play band literature, and improve their level of musical performance. Students will continue learning basic music skills: music theory, notation, sight-reading, rehearsal procedures, and the importance of practicing for improvement. Students are required to learn a minimum of five major scales, five minor scales, and the chromatic scale. Percussionists are also required to learn a minimum of fifteen (15) rudiments. Band is a graded course that meets daily. Students are required to turn in home practice/assignment cards and perform at all scheduled concerts. Additional opportunities such as solo/ensemble clinics and honor bands exist for students at this level.

Outcome 1: Performing on an instrument, alone and with others, a varied repertoire of music

Objectives:

1. Recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Understand and demonstrate the mechanics that allow them to play in tune
3. Play characteristic concert scales/rudiments
 - Major (B^b, E^b, A^b, F, C), Relative Natural Minor, 2-octave Chromatic
 - Rudiments
 - Single Stroke Roll
 - Single Paradiddle
 - Flam Tap
 - 9-Stroke Roll
 - Flam Accent # 1
 - Flam Accent # 2
 - Double Paradiddle
 - Drag
 - Rudimental (Double Stroke Long) Roll
 - Flam
 - 5-Stroke Roll
 - 17-Stroke Roll
 - Flam Paradiddle
 - Ratamacue
 - 7-Stroke Roll
4. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions

Assessment:

Students will perform from memory required scales/rudiments for each grade level using characteristic tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Objectives:

1. Identify and play in the Concert major keys (Bb, Eb, Ab, F, C), Relative Natural Minor, 2-octave chromatic
2. Identify and play rhythms using the following notes and respective rests:
 - whole
 - half
 - quarter
 - eighth
 - dotted half
 - dotted quarter
 - sixteenth
 - dotted eighth/sixteenth
 - triplet
3. Identify and play time signatures: 2/4, 3/4, 4/4, 6/8, Cut Time, 3/8
4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability: literature graded 1-2 on a scale of 1-6
5. Recognize and perform phrasing appropriate to literature grades 1-2

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening to, analyzing and describing music

Objectives:

Demonstrate knowledge of the following in their analysis of music:

- Texture
- Melody
- Rhythm
- Intervals
- Style
- Form
- Harmony
- Timbre
- Dynamics
- Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Music Performance

Objectives:

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
2. Evaluate the quality and effectiveness of their own and others' performance and compositions and evaluate arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Assessment: Students will complete a concert/performance review using listed criteria

Outcome 5: Understanding interdisciplinary relationships

Objectives:

1. 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
2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: Understanding music in relation to history and culture

Objectives:

1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures
2. Identify and describe roles of musicians in various music settings and cultures
3. Demonstrate audience behavior appropriate for the context and style of music performed
4. Describe the origin and history of compositions

Assessment: Oral and playing assessment

Outcome 7: Composing and arranging music within specified guidelines

Objectives:

1. Draw the notes, rests, and musical symbols introduced in the pieces studied
2. Compose an ending to a given melody
3. Compose an variation on a given melody
4. Complete a given melody by filling in the missing notes

Assessment: Students will complete the composition requirement in the district method book or other specified materials

Outcome 8: Improvisation

Objectives:

1. Improvise short melodies and variations, unaccompanied and accompanied each in a consistent style, meter, and tonality.

Assessment: Students will perform short improvised melodies

BAND 8

Course Description: Eighth Grade Band is a yearlong course open to students who have successfully completed the objectives of seventh grade band or the equivalent, possess a desire to play advanced band literature, and improve their level of musical performance. Students will continue learning basic music skills: music theory, notation, sight-reading, rehearsal procedures, and the importance of practicing for improvement. Students are required to learn a minimum of seven major scales, seven minor scales, and the chromatic scale. Percussionists are also required to a minimum of eighteen (18) rudiments. Band is a graded course that meets daily. Students are required to turn in home practice/assignment cards and perform at all scheduled concerts. Additional opportunities such as solo/ensemble clinics and honor bands exist for students at this level.

Outcome 1: Performing on an instrument, alone and with others, a varied repertoire of music

Objectives:

1. Students will be able to recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Students will understand and demonstrate the mechanics that allow them to play in tune
3. Play characteristic concert scales/rudiments
 - Major (Bb, Eb, Ab, F, C, Db, G), Relative Natural Minor, 2-octave Chromatic
 - Rudiments
 - Single Stroke Roll
 - Single Paradiddle
 - Flam Tap
 - Stroke Roll
 - Flam Accent # 1
 - Flam Accent # 2
 - Double Paradiddle
 - Triple Ratamacue
 - Drag
 - Rudimental (Double Stroke Long) Roll
 - Flam
 - 5-Stroke Roll
 - 17-Stroke Roll
 - Flam Paradiddle
 - Ratamacue
 - Double Ratamacue
 - Flam Paradiddle-diddle
 - 7-stroke Roll
5. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions

Assessment:

Students will perform from memory required scales/rudiments for each grade level using characteristic tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Objectives:

1. Identify and play in the Concert major keys of B^b, E^b, A^b, F, C, D^b, G; Relative Natural Minor; 2-octave Chromatic
2. Identify and play rhythms using the following notes and respective rests:
 - whole
 - half
 - quarter
 - eighth
 - dotted half
 - dotted quarter
 - sixteenth
 - dotted eighth/sixteenth
 - triplet
3. Identify and play time signatures: 2/4, 3/4, 4/4, 6/8, Cut Time, 3/8
4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability: literature graded 2-3 on a scale of 1 – 6
5. Recognize and perform phrasing appropriate to literature grades 2-3

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening to, analyzing, and describing music

Objective:

Demonstrate knowledge of the following in their analysis of music:

- Texture
- Melody
- Rhythm
- Intervals
- Style
- Form
- Harmony
- Timbre
- Dynamics
- Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Music Performances

Objectives:

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
2. Evaluate the quality and effectiveness of their own and others' performance and compositions and evaluate arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Assessment: Students will complete a concert/performance review using listed criteria

Outcome 5: Understanding interdisciplinary relationships

Objectives:

1. 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
2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: Understanding music in relation to history and culture

Objectives:

1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures
2. Identify and describe roles of musicians in various music settings and cultures
3. Demonstrate audience behavior appropriate for the context and style of music performed
4. Describe the origin and history of compositions

Assessment: Students will describe music in relation to history and culture

Outcome 7: Compose and arrange music within specified guidelines

Objectives:

1. Draw the notes, rests, and musical symbols introduced in the pieces studied
2. Compose an ending to a given melody
3. Compose a variation on a given melody
4. Complete a given melody by filling in the missing notes

Assessment: Students will complete the composition requirement in the district method book or other specified materials

Outcome 8: Improvisation

Objectives:

1. Improvise short melodies and variations, unaccompanied and accompanied each in a consistent style, meter, and tonality.

Assessment: Students will perform short improvised melodies

CONCERT BAND/MARCHING BAND - 9/12

Course Description: Concert Band is a yearlong course open to students who have completed the previous year of band (and/or an audition with the director) and have an interest in band music literature.

All students registered for Concert Band will also participate in Marching Band and Pep Band. Marching Band will create a marching show in the fall that incorporates visual and musical elements into a complete production. Rehearsals and performances, which occur outside the regular school day, are mandatory. Concert Band rehearsals will begin at the conclusion of the marching season. Additional rehearsals will need to be scheduled in addition to the regular class time.

Students will have opportunities to audition for Jazz Ensemble, Full Orchestra (winds and percussion), Musical Pit Orchestra, and various small groups, solos, and honor groups. Emphasis will be on developing instrumental techniques and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire.

Outcome 1: Performing on an instrument, alone and with others, a varied repertoire of music

Objectives:

1. Students will be able to recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Students will understand and demonstrate the mechanics that allow them to play in tune
3. Play characteristic concert scales/rudiments
 - Major (B^b, E^b, A^b, F, C, D^b, G, D, A), Relative Natural Minor, 2-octave Chromatic
 - Rudiments
 - Single Stroke Roll
 - Single Paradiddle
 - Flam Tap
 - 9-Stroke Roll
 - Flam Accent # 1
 - Flam Accent # 2
 - Double Paradiddle
 - Triple Ratamacue
 - 7-Stroke Roll
 - Rudimental (Double Stroke Long) Roll
 - Flam
 - 5-Stroke Roll
 - 17-Stroke Roll
 - Flam Paradiddle
 - Ratamacue
 - Double Ratamacue
 - Flam Paradiddle-diddle
 - Drag

4. Read, count, and perform
 - Notes and respective rests:

– whole	– dotted quarter
– half	– sixteenth
– quarter	– dotted eighth/sixteenth
– eighth	– triple
– dotted half	
 - Time Signatures: 2/4, 3/4, 4/4, 6/8, Cut Time, 3/8, compound and mixed meter
5. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions
6. Understand and demonstrate appropriate marching techniques

Assessment:

Observation and student demonstration

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Objectives:

1. Identify and play in Concert major keys (B^b, E^b, A^b, F, C, D^b, G, D, A), Relative Natural Minor, 2-octave Chromatic
2. Identify and play rhythms using the following notes and respective rests:

• whole	• dotted quarter
• half	• sixteenth
• quarter	• dotted eighth/sixteenth
• eighth	• triplet
• dotted half	
3. Identify and play time signatures: 2/4, 3/4, 4/4, 6/8, Cut Time, 3/8, compound and mixed meter time signatures
4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability: literature graded 2-3 on a scale of 1-6
5. Recognize and perform phrasing appropriate to literature grades 2-3

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening to, analyzing and describing music

Objectives:

Demonstrate knowledge of the following in analysis of music:

- Texture
- Melody
- Rhythm
- Intervals
- Style
- Form
- Harmony
- Timbre
- Dynamics
- Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Performance

Objectives:

1. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements, and apply the criteria in their personal participation in music
2. Evaluate a performance, composition arrangement, or improvisation by comparing it to similar or exemplary models

Assessment: Students will complete a concert/performance review using listed criteria

Outcome 5: Understanding interdisciplinary relationships

Objectives:

1. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
2. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
3. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
4. Understand and demonstrate the interrelationships between musical and visual elements of a marching show

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: Understanding music in relation to history and culture

Objectives:

1. Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
2. Demonstrate audience behavior appropriate for the context and style of music performed

Assessment: Students will describe music in relation to history and culture

SYMPHONIC BAND/MARCHING BAND - 9/12

Course Description: Symphonic Band is a yearlong course open to students who have completed the previous year of band (and/or have had an audition with the director) and have an interest in advanced band music literature.

All students registered for Symphonic Band will also participate in Marching Band and Pep Band. Marching Band will create a marching show in the fall that incorporates visual and musical elements into a complete production. Rehearsals and performances, which occur outside the regular school day, are mandatory. Symphonic Band rehearsals will begin at the conclusion of the marching season. Additional rehearsals will need to be scheduled in addition to the regular class time.

Students will have opportunities to audition for Jazz Ensemble, Full Orchestra (winds and percussion), Musical Pit Orchestra, and various small groups, solos, and honor groups. Emphasis is on the development of instrumental techniques and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire.

Outcome 1: Performing on an instrument, alone and with others, a varied repertoire of music

Objectives:

1. Recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Students will understand and demonstrate the mechanics that allow them to play in tune
3. Play characteristic concert scales/rudiments
 - Major (B^b, E^b, A^b, F, C, Db, G, D, A, E, B/C^b), Relative Harmonic Minor, 2-octave Chromatic
 - Rudiments
 - Single Stroke Roll
 - 5-Stroke roll
 - 9-Stroke Roll
 - 11-stroke roll
 - 15-stroke roll
 - Double paradiddle
 - Flam Accent # 1
 - Flamacue
 - Flam paradiddle-diddle
 - Single drag tap
 - Lesson 25
 - Drag paradiddle # 2
 - Rudimental (Double Stroke Long) Roll
 - 7-Stroke Roll
 - 10-Stroke Roll
 - 13-stroke roll
 - Single Paradiddle
 - Flam
 - Flam Tap
 - Flam Paradiddle
 - Drag
 - Double drag tap
 - Drag paradiddle # 1
 - Ratamacue

- Double Ratamacue
- Triple Ratamacue
- Flam Accent # 2
- 17-Stroke Roll

4. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions
5. Understand and demonstrate appropriate marching technique

Assessment:

Students will perform from memory required scales/rudiments for each grade level using characteristic tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Objectives:

1. Identify and play in the Concert major keys of Bb, Eb, Ab, F, C, Db, G, D, A, E, B/Cb; Relative Harmonic Minor; 2-octave Chromatic
2. Identify and play rhythms using the following notes and respective rests:
 - whole
 - dotted half
 - half
 - dotted quarter
 - quarter
 - sixteenth
 - eighth
 - dotted eighth/sixteenth
 - triplet
 - sextuplet
3. Identify and play time signatures: 2/4, 3/4, 4/4, 6/8, cut time, 3/8, compound and mixed meter time signatures
4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability: literature graded 3-4 on a scale of 1-6
5. Recognize and perform phrasing appropriate to literature grades 3-4

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening to, analyzing and describing music

Objectives:

Demonstrate knowledge of the following in their analysis of music:

- Texture
- Form
- Melody
- Harmony
- Rhythm
- Timbre
- Intervals
- Dynamics
- Style
- Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Music Performances

Objectives:

1. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements, and apply the criteria in their personal participation in music
2. Evaluate a performance, composition arrangement, or improvisation by comparing it to similar or exemplary models

Assessment: Students will complete a concert/performance review using listed criteria

Outcome 5: Understanding interdisciplinary relationships

Objectives:

1. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
2. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
3. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
4. Understand and demonstrate the interrelationships between musical and visual elements of a marching show

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: Understanding music in relation to history and culture

Objectives:

1. Identify and explain the stylistic features of a given musical work that serves to define its aesthetic tradition and its historical or cultural context
2. Demonstrate audience behavior appropriate for the context and style of music performed

Assessment: Students will describe music in relation to history and culture

WIND ENSEMBLE/MARCHING BAND – 9/12

Course Description: Wind Ensemble is a yearlong course open to students who have completed the previous year of band (and/or an audition with the director) and have an interest in the most advanced band music literature.

All students registered for Wind Ensemble will also participate in Marching Band and Pep Band. The Marching Band will create a marching show in the fall that incorporates visual and musical elements into a complete production. Rehearsals and performances, which occur outside the regular school day, are mandatory. Wind Ensemble rehearsal will begin at the conclusion of the marching season. Additional rehearsals will be scheduled in addition to the regular class time.

Students will have opportunities to audition for Jazz Ensemble, Full Orchestra (winds and percussion), Musical Pit Orchestra, and various small groups, solos and honors groups. Emphasis is on development of instrumental technique and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire.

Outcome 1: Performing on an instrument, alone or with others, a varied repertoire of music

Objectives:

1. Students will be able to recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Students will understand and demonstrate the mechanics that allow them to play in tune
3. Play characteristic Concert scales/rudiments
 - Major (B^b, E^b, A^b, F, C, D^b, G, D, A, E, B/C^b, F#/G^b), Relative Natural, Melodic, and Harmonic Minor, 2-octave Chromatic
 - Rudiments
 - Single Stroke Roll
 - 5-Stroke roll
 - 9-Stroke Roll
 - 11-Stroke roll
 - 15-Stroke roll
 - Double paradiddle
 - Flam Accent
 - Flamacue
 - Flam paradiddle-diddle
 - Single drag tap
 - Lesson 25
 - Drag paradiddle # 2
 - Rudimental (Double Stroke Long Roll)
 - 7-Stroke Roll
 - 10-Stroke Roll
 - 13-Stroke roll
 - Single paradiddle
 - Flam
 - Flam tap
 - Flam paradiddle
 - Drag
 - Double drag tap
 - Drag paradiddle # 1
 - Ratamacue

- Double ratamacue
- Triple ratamacue
- Flam Accent # 2
- 17-Stroke Roll

4. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions
5. Understand and demonstrate appropriate marching techniques

Assessment:

Students will perform from memory required scales/rudiments for each grade level using characteristic tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Objectives:

1. Identify and play in Concert major keys (B^b, E^b, A^b, F, C, D^b, G, D, A, E, B/C^b, F#/G^b); Relative Natural, Harmonic, and Melodic Minor; 2-octave Chromatic
2. Identify and play rhythms using the following notes and respective rests:
 - Whole
 - half
 - quarter
 - eighth
 - triplet
 - dotted half
 - dotted quarter
 - sixteenth
 - dotted eighth/sixteenth
 - sextuplet
3. Identify and play time signatures: 2/4, 3/4, 4/4, 6/8, cut time, 3/8, compound and mixed meter time signatures
4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability: literature graded 4-5 on a scale of 1-6
5. Recognize and perform phrasing appropriate to literature grades 4-5

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening to, analyzing and describing music

Objectives:

Demonstrate knowledge of the following in their analysis of music:

- Texture
- Melody
- Rhythm
- Intervals
- Style
- Form
- Harmony
- Timbre
- Dynamics
- Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Music Performances

Objectives:

1. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements, and apply the criteria in their personal participation in music
2. Evaluate a performance, composition arrangement, or improvisation by comparing it to similar or exemplary models

Assessment: Students will complete a concert/performance review using listed criteria

Outcome 5: Understanding interdisciplinary relationships

Objectives:

1. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
2. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
3. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
4. Understand and demonstrate the interrelationships between musical and visual elements of a marching show

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: Understanding music in relation to history and culture

Objectives:

1. 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 produced the synthesis of influences
2. Demonstrate audience behavior appropriate for the context and style of music performed

Assessment: Students will describe music in relation to history and culture

ORCHESTRA

Each student is entitled to the opportunity to study a stringed instrument during his or her public school career. A school orchestra program is not only of value to its participants, but is an asset to the school and community as well.

Orchestra literature is a great treasure. A vast cultural heritage of artistic achievement lies within both traditional and contemporary repertoire. Those who view education in terms of content, as well as process, cannot help but be impressed by the literature that an orchestra program brings to its members and audience. To ignore this literature is to overlook a unique and important area of humanistic, artistic, and intellectual endeavor.

Orchestra students are exposed to world class literature at a very impressionable period of their lives, when the lifelong appreciation of many artistic expressions is being formed. Opportunities for orchestra performances abound, through school orchestras, solo recitals, district music contests, chamber music recitals, orchestra festivals and clinics, private lessons, musical production pit orchestras, community orchestras, university honor orchestras, youth symphonies, and summer music camps. Opportunities for playing stringed instruments as adults abound. According to the American Symphony Orchestra League, adults in this country have access to 1,650 orchestras, in addition to uncounted chamber music ensembles, such as quartets or trios.

Orchestra offers a diversified curriculum, which challenges all learners, including high ability students. For woodwind, brass and percussion students, solo responsibilities, not as common in the band repertoire, dramatically increase musicianship. According to MENC's "The School Music Program: Description and Standards", the musical life of any school cannot be considered of good or even basic quality without an orchestra program.

The orchestral curriculum develops an understanding of the basic properties of melody, harmony, rhythm, dynamics and form, helping students become proficient on their chosen instrument. Rehearsals in the orchestra program develop attitudes that will enable students to enjoy a richer, more productive life. Playing a stringed instrument integrates a person's physical, intellectual and expressive capabilities. For many individuals, the study of a stringed instrument provides the most direct means of combining hands, head and heart, creating a powerful means of self expression.

The Millard orchestra curriculum outlines a sequential plan of musical growth. All of the Millard Public Schools Essential Life Skills are reinforced through orchestra. Upon graduation, student achievement is reflected throughout the community and the work force.

The key ingredient to a school district's successful orchestra program is the commitment to create appropriate class schedules, provide adequate funds, and recruit and retain properly trained and enthusiastic teachers.

4th GRADE BEGINNING STRINGS

Course Description: In beginning strings, students will study proper playing technique, basic music theory concepts, introductory music history and multi-cultural ideas. Students will also learn good practice skills and performance etiquette.

Course Outcomes are aligned with National Standards for Music Education, Standards 2, 3, 5, 6, 7, 8, 9.

Outcome 1: Performing on instruments, alone and with others, a varied repertoire of music.

Objectives:

1. Tone Quality

Perform with a good tone quality by learning correct bow hair tension, adequately rosinning bow, drawing a straight bow, using proper contact point between bridge and fingerboard, and by applying an even bow speed.

2. Rhythm, Bowing

- Demonstrate proficiency in the following bowing styles: detache (legato), tie and two note slurs, and bow lifts
- Imitate bowing exercises
- Understand and demonstrate rhythm patterns using quarter notes and rests, half notes and rests, dotted half notes, whole notes and rests, and eighth notes and rests.

3. Finger Patterns

- Perform the D, G, and C Major scales with accuracy
- Demonstrate the following finger patterns and apply to the assigned music:
Violin/viola: 0 1 2 3 4 and 0 1 2 3 4
Cello: 0 1 3 4 and 0 1 2 4
Bass: 0 1 4 and 0 1 2 in first, second and third positions.

4. Ear Training

- Imitate simple rhythm patterns, imitate and sing simple melodic patterns
- Learn songs by rote
- Sing intervals, melodies and scales
- Match pitches.

5. Performance

- Perform publicly, at least twice yearly in school and, additionally, in district ensembles if possible
- Learn concert etiquette.

Assessment: Performance, student demonstration, string students' workbook theory and evaluation sections that include written work, as well as in-class and public performances

Outcome 2: Improvising melodies, variations, and accompaniments

Objective:

1. Create an original song using notes from the D major scale.

Assessment: Performance assessment

Outcome 3: Reading and notating music

Objectives:

1. Rhythm, Bowing
 - Identify the following bowing styles: detache (legato), tie and two note slurs, and bow lifts, as well as imitate bowing exercises.
 - Understand and notate rhythm patterns using quarter notes and rests, half notes and rests, dotted half notes, whole notes and rests, and eighth notes and rests.
2. Music Reading and Vocabulary
 - Name notes in “level one” finger patterns
 - Name lines and spaces on the staff corresponding to their instrument
 - Sight-read simple examples in 2/4, 3/4, and 4/4 time signatures.
3. Music Theory
 - Identify half and whole steps aurally and visually
 - Identify note values of “level one” rhythms
 - Name notes in scales and pieces learned
4. Finger Patterns and Scales:
 - Perform the D, G, and C Major scales with accuracy
 - Demonstrate the following finger patterns and apply them to the assigned music:
Violin/viola: 0 1 2 3 4 and 0 1 2 3 4
Cello: 0 1 3 4 and 0 1 2 4
Bass: 0 1 4 and 0 1 2 in first, second and third positions.

Assessment: Written and performance

Outcome 4: Listening to, analyzing, and describing music

Objectives:

1. Ear Training
 - Imitate simple rhythm patterns
 - Imitate and sing simple melodic patterns
 - Learn several rote songs
 - Sing intervals, melodies and scales, and match pitches.
 - Identify half and whole steps aurally

2. Music Theory
 - Identify note values of level one rhythms
 - Name notes of scales learned
3. Performance Analysis
 - Analyze personal performances, using appropriate terminology learned in class.
 - Listen to and analyze others' performance using appropriate terminology.

Assessment: Written, performance and/or verbal response

Outcome 5: Evaluating *written* music and music performances

Objectives:

1. Performance
 - Evaluate personal performances by using appropriate terminology learned in class
 - Evaluate the performance of others

Assessment: Verbal and/or written critique

Outcome 6: Understanding relationship between music, the other arts, and disciplines outside the arts.

Objective:

1. Comparisons
 - Define music vocabulary and compare to other disciplines e.g. form, style, tone
 - Compare songs with other created projects, such as architecture, story, dance.

Assessment: Written and verbal evaluation

Outcome 7: Understanding music in relation to history and culture

Objectives:

1. Multicultural and Historical Perspectives
 - Determine cultural origin of selected songs
 - Compare and contrast music of different time periods
 - Discuss selected composers' lives and works
2. Performance
 - Perform songs from various historical periods and cultures
 - Learn concert etiquette of various cultures

Assessment: Written and performance

Resources:

Millard Public Schools String Workbook
Essential Elements Book 1

5th GRADE INTERMEDIATE STRINGS

Course Description: In second-year strings, students will reinforce and build on previously learned experiences such as proper playing position, intermediate music theory concepts, history and multi-cultural ideas. Students will also explore different types of music and more advanced playing techniques.

Outcomes are based on National Standards for Music Education, Standards 2, 3, 5, 6, 7, 8, 9

Outcome 1: Performing on instruments, alone and with others, a varied repertoire of music.

Objectives

1. Tone Quality

- Play forte and piano dynamic levels with good tone
- Experiment with preliminary vibrato
- Demonstrate proper tone production on all four strings

2. Rhythm, Bowing

- Demonstrate proficiency in the following bowing styles: staccato bowing, three and four note slurs, left hand pizzicato, and hooked bowing
- Imitate bowing exercises
- Understand and demonstrate rhythm patterns using quarter notes and rests, half notes and rests, dotted half notes, whole notes and rests, eighth notes and rests, dotted quarter notes, dotted eighth notes, and sixteenth notes.
- Demonstrate double stops on open strings

3. Finger Patterns

- Understand G, D, and C major scales, two octaves
- Demonstrate the following finger patterns and will apply them to the assigned music:
Violin/viola: 0 1 2 3 4
Cello: 0 1 2 3 4 (forward extension) and 01 234 (backward Extension)
Bass: ½ position

4. Ear Training

- Imitate more complex rhythm patterns
- Imitate and sing more complex melodic patterns
- Imitate more complex bowing motions
- Tune each string with fine tuners

5. Performance

- Perform publicly, at least twice yearly in school and, if possible, in district ensembles
- Demonstrate proper concert etiquette

Assessment: Performance student demonstration, and written.

Outcome 2: Improvising melodies, variations, and accompaniments

Enabling Objectives:

Create an original song using notes from the C, G, and D major scales.

Assessment: Performance assessment

Outcome 3: Reading and notating music

Objectives:

1. Rhythm, Bowing

- Understand and demonstrate rhythm patterns using quarter notes and rests, half notes and rests, dotted half notes, whole notes and rests, eighth notes and rests, dotted quarter notes, dotted eighth notes, and sixteenth notes.
- Identify “level two” rhythm patterns
- Clap and count “level two” rhythm patterns

2. Music Reading and Vocabulary

- Name notes in “level two” finger patterns
- Sight-read simple examples in 2/4, 3/4, and 4/4 time signatures
- Define assigned vocabulary

3. Music Theory

- Place notes on staff
- Draw clef
- Recognize rhythms in “level two” rhythmic patterns
- Recognize key signature of music learned
- Name notes in scales and pieces learned

Assessment: Written and performance

Outcome 4: Listening to, analyzing, and describing music

Objectives:

1. Ear Training

- Imitate more complex rhythm patterns
- Imitate and sing more complex melodic patterns
- Imitate more complex bowing motions
- Tune each string with fine tuners Ear Training

2. Music Theory

- Identify half and whole steps aurally
- Identify note values of level one rhythms
- Name notes of scales learned

3. Music Analysis

- Compare and contrast the use of particular elements in two pieces of music
- Define assigned vocabulary and use in analysis
- Describe the role of music as a means of communication.
- Identify musical elements within a piece of music

Assessment: Performance assessment, written and/or verbal analysis

Outcome 5: Evaluating *written* music and music performances

Objectives:

1. Musical Judgements

- Evaluate one's own and others' performance including criticism and suggestions for improvement
- Evaluate written compositions using appropriate terminology

Assessment: Verbal and/or written critique

Outcome 6: Understanding relationships between music, the other arts, and disciplines outside the arts.

Objectives:

1. Interdisciplinary comparisons

- Compare songs with other created works such as architecture, visual art, dance
- Compare music vocabulary to other disciplines, e.g. rhythm, form, tone

Assessment: Written; discussion

Outcome 7: Understanding music in relation to history and culture

Objectives:

1. Multicultural and Historical Perspectives

- Determine cultural origin of selected songs
- Compare and contrast music of different time periods
- Discuss historical and cultural influences on selected songs
- Discuss selected composers' lives and works
- Learn concert etiquette of various cultures

Assessment: Written and performance

Resources:

Millard Public Schools String Workbook
Essential Elements Book 2, Hal Leonard Pub.,1992

ORCHESTRA 6

Course Description: In 6th grade strings, students will study music from various cultures and historical periods. Students will build on previously learned skills by learning techniques such as shifting, vibrato, and bowing styles. Students will also experience playing with a heterogeneous ensemble. Students in sixth grade strings are required to perform in evening performances open to the public.

Outcomes are based on National Standards for Music Education, Standards 2, 3, 5, 6, 7, 8, 9.

Outcome 1: Performing on instruments, alone and with others, a varied repertoire of music.

Objectives:

1. Tone Quality

- Demonstrate basic vibrato motion
- Perform crescendo, diminuendo, and other dynamic markings
- Broaden dynamic range to include pp (pianissimo) and ff (fortissimo)

2. Rhythm, Bowing

- Demonstrate proficiency in the following bowing styles: detache slurs, spiccato (near balance point of bow), and accent/martele
- Understand and demonstrate rhythm patterns of eighth note triplets, quarter note/eighth note combined triplets, and corresponding rests.
- Demonstrate 6/8 meter and rhythms

3. Finger Patterns

- Play the following scales on corresponding instruments:
Violin/viola/cello – two, 2-octave scales
Bass – 1, 2-octave scale
- Understand and demonstrate the following extended finger patterns:
Violin/viola – 01 2 3 4 and 01 2 3 4
Cello – reinforce backward and forward extensions
Bass – reinforce 3rd position
- Play one, 1-octave minor scale
- Play familiar basic melodies in higher positions.

4. Ear Training

- Imitate more complex rhythm patterns
- Imitate and sing more complex melodic patterns
- Imitate more complex bowing motions
- Tune each string with fine tuners and pegs.

5. Performance

- Perform in public twice or more per year
- Demonstrate proper concert etiquette
- Perform individually on a regular basis demonstrating mastery of technical and musical demands

Assessment: student demonstration, written, and public performances

Outcome 2: Improvising melodies, variations, and accompaniments

Objectives:

1. Create a short original melody using notes from major and minor scales learned in class.
2. Create a short accompaniment (back-up or bass line)

Assessment: Performance

Outcome 3: Reading and notating music

Objectives:

1. Rhythm, Bowing
 - Demonstrate proficiency in the following bowing styles: detache slurs, spiccato (near balance point of bow), and accent/martele
 - Understand and demonstrate rhythm patterns of eighth note triplets, quarter note/eighth note combined triplets, and corresponding rests.
 - Demonstrate 6/8 meter and rhythms
 - Conduct 2/4, 3/4, 4/4 patterns
2. Music reading and Vocabulary
 - a. Name notes in all finger patterns, on all strings
 - b. Sight read music using level 2 rhythms
 - c. Define and use introduced vocabulary
3. Music Theory
 - Describe relative major and minor
 - Write major scales
 - Identify written intervals of seconds and thirds
 - Identify simple musical forms (*e.g.*, ABA)

Assessment: Written and performance

Outcome 4: Listening to, analyzing, and describing music

Objectives

1. Ear Training

- Distinguish major and minor triads (aurally)
- Identify melodic intervals
- Bass/cello: tune instruments by matching harmonics
- Violin/viola: tune by fifths

2. Music Theory

- Describe relative major and minor
- Write major scales
- Identify written intervals of seconds and thirds
- Identify simple musical forms (e.g., ABA)

3. Musical Analysis

- Compare and contrast the use of particular elements in two pieces
- Describe what is being communicated
- Identify musical elements within a piece of music

Assessment: Written and verbal evaluation

Outcome 5: Evaluating written music and music performances

Objectives:

1. Musical Judgement

- Evaluate one's own and others' performance, including criticism and suggestions for improvement
- Evaluate written compositions using appropriate terminology

Assessment: Verbal and written critique

Outcome 6: Understanding relationships between music, the other arts, and disciplines outside the arts.

Objectives:

1. Interdisciplinary Comparisons

- Define music vocabulary and compare to other disciplines e.g. form, style, tone
- Compare songs with other created projects, such as architecture, story, dance.

Assessment: Written and verbal evaluation

Outcome 7: Understanding music in relation to history and culture

Objectives:

1. Multicultural and Historical Perspectives

- Determine cultural origin of selected songs
- Compare and contrast music of different time periods
- Discuss historical and cultural influences on selected songs
- Discuss selected composers' lives and works

Assessment: Written and performance

Resources:

Millard Public Schools String Workbook
Essential Technique, Hal Leonard Publisher, 1992

ORCHESTRA 7/8

Course Description: Students enrolled in 7/8 grade orchestra will study intermediate level repertoire from the string orchestra literature. The students will also study intermediate music theory and music history concepts as well as building artistry and skill in individual and group settings. Students enrolled in this class will be required to participate in several public performances with the group, most of which take place in the evening.

Outcomes are based on National Standards for Music Educations, Standards 2, 3, 5, 6, 7, 8, 9.

Outcome 1: Performing on instruments, alone and with others, a varied repertoire of music

Objectives:

1. Tone Quality

- Demonstrate increased use of vibrato
- Define tone production with greater control of bow speed and distribution
- Demonstrate the relationships between bow weight, bow speed, and bow placement, and their individual effects on tone

2. Rhythm, Bowing

- Demonstrate proficiency in the following bowing styles: rapid string crossings with separate bows (bariolage), tremolo, spiccato (at the middle), and double stops
- Demonstrate trills
- Understand applications of basic bow strokes to various musical styles

3. Finger Patterns

- Play the following scales on corresponding instruments:
All instruments: one-octave chromatic, one 2-octave minor scale (natural, harmonic, and melodic)
Violin/viola: one 3-octave major using 3rd and 5th positions, and three 2-octave major
Cello/bass: two 2-octave major
- Understand and demonstrate previously learned finger patterns and apply them to class repertoire

4. Ear Training

- Imitate more complex rhythm patterns
- Imitate and sing more complex melodic patterns
- Imitate more complex bowing motions
- Tune each string with fine tuners and pegs.
- Bass/cello: tune instruments by matching harmonics
- Violin/viola: tune by fifths

5. Performance

- Perform publicly three or more concerts per year
- Demonstrate proper concert etiquette
- Perform individually on a regular basis demonstrating mastery of technical and musical demands (moved from Musical context)

Assessment: written, in-class and public performances

Outcome 2: Improvising melodies, variations, and accompaniments

Objectives:

1. Create a short original melody using notes from major and minor scales learned in class.
2. Create a short accompaniment (back-up or bass line)

Assessment: Performance

Outcome 3: Reading and notating music

Objectives:

1. Rhythm, Bowing

- Demonstrate proficiency in bowing styles of selected literature
- Understand and demonstrate rhythm patterns of selected literature
- Sight-read music using “level three” rhythms
- Conduct meters in selected literature

2. Music Theory

- Describe and notate relative major and minor
- Identify and notate key signatures up to and including four sharps and four flats
- Identify and notate written intervals: unison through fifth

Assessment: written and performance

Outcome 4: Listening to, analyzing, and describing music

Objectives:

1. Ear Training

- Determine aurally whether a piece is in a major or minor key
- Distinguish major and minor triads (aurally)
- Identify melodic intervals

2. Music Theory

- Describe and identify relative major and minor
- Write major scales
- Identify written intervals of seconds and thirds
- Identify simple musical forms (e.g., ABA)

3. Musical analysis

- Compare and contrast the use of particular elements in two pieces
- Describe what is being communicated
- Identify musical elements within a piece of music

Assessment: written and/or verbal analysis

Outcome 5: Evaluating written music and music performances

Objectives:

1. Musical Judgment

- Evaluate individual performance and progress, using appropriate terminology
- Evaluate own group's performance and progress, using appropriate terminology
- Critique recordings of others' group performances and make suggestions for further improvements
- Compare and contrast different performances by the same or different groups

Assessment: Verbal evaluation and/or written critique worksheet

Outcome 6: Understanding relationships between music, the other arts, and disciplines outside the arts.

Objectives:

1. Comparisons

- Define music vocabulary and compare to other disciplines e.g. form style, tone
- Compare songs with other created projects, such as *architecture, story, dance*.
- Identify shared processes in creating art forms

Assessment: written and/or verbal comparisons

Outcome 7: Understanding music in relation to history and culture

Objectives:

1. Multicultural and historical perspectives

- Compare and contrast music of different time periods
- Discuss country or area of the world of selected music
- Discuss selected composers' lives and works

- Discover the evolution of the music performed and its historical and cultural context
- Identify origins of music being learned (moved from History objective)
- Hear and play repertoire representative of major periods in orchestral literature
- Hear and play repertoire from the jazz, rock, and fiddling genres

Assessment: Written and/or performance

Resources:

Millard Public Schools String Workbook
Essential Technique, Hal Leonard Pub., 1992

ORCHESTRA 9-12

Course Description: The senior high school orchestra combines playing techniques, music theory, history and multicultural music concepts to help the students learn advanced music in the classical and modern repertoire. Following marching season, wind and percussion players will join the string orchestra to form the Full Orchestra. Opportunities exist for chamber music, conducting, solo performances, and participation in honor orchestras. Students enrolled in 9-12 orchestra will be required to perform in several evening performances, which is included as part of their grade.

Outcomes are based on National Standards for Music Education, Standards 2, 3, 5, 6, 7, 8, 9.

Outcome 1: Performing on instruments, alone and with others, a varied repertoire of music.

Objectives:

1. Tone Quality
 - Vary vibrato speed and width
 - Maintain given dynamic levels with varied bow speeds
 - Change tone quality and dynamic levels by varying bow speed, weight and placement
2. Rhythm, Bowing
 - Demonstrate proficiency in the following bowing styles: rapid string crossings with slurs, sul tasto, ponticello, triple stops (chords)
 - Select appropriate bowings that are consistent throughout the orchestra
 - Understand applications of basic bow strokes to various musical styles
3. Finger Patterns
 - Play the following scales on corresponding instruments:
All instruments: three 2-octave minor
Violin/viola: three 3-octave major
Cello: four 2-octave major
Bass: three 2-octave major
 - Play in positions:
Violin/viola – first through fifth
Cello/bass – first through fourth and thumb
 - Select appropriate fingerings
 - Understand and demonstrate previously learned finger patterns and apply them to class repertoire
4. Ear Training
 - Imitate melodic lines within range of an octave
 - Identify melodic intervals within range of an octave
 - Identify all orchestra instruments by ear
 - Tune each string with fine tuners and pegs with accuracy

5. Performance

- Perform with orchestra four or more concerts per year
- Perform a solo or small ensemble piece which demonstrates technical and musical mastery (moved from...)
- Demonstrate individually skills learned in class
- Demonstrate proper concert etiquette

Assessment: Performance

Outcome 2: Improvising melodies, variations, and accompaniments

Objectives:

1. Create a short original song using notes from major and minor scales learned in class, including accompaniments
2. Improvise an eight-bar melody in selected jazz styles

Assessment: Performance assessment

Outcome 3: Reading and notating music

Objectives:

1. Music Reading and Vocabulary
 - Sight-read more difficult music
 - Viola – read treble clef in addition to alto clef
 - Cello – read tenor clef in addition to bass clef
 - Define assigned vocabulary
 - Write music legibly on staff paper
 - Read music in appropriate clef with accuracy, and with increased upper range
2. Music Theory
 - Describe relative major and minor
 - Identify key signatures through four sharps and four flats
 - Identify written intervals, unison through fifth
 - Identify simple musical forms (e.g., ABA)
 - Complete written exercises as assigned in music notebook
 - Compose and notate four-bar melodies

Assessment: Written

Outcome 4: Listening to, analyzing, and describing music

Objectives:

1. Ear Training
 - Imitate melodic lines within range of an octave
 - Identify melodic intervals within range of an octave
 - Identify all orchestra instruments by ear
 - Tune each string with fine tuners and pegs with accuracy
2. Music Theory
 - Identify written intervals: unison through octave
 - Describe texture: homophonic, polyphonic
 - Compose four-bar melodies
 - Understand and discuss basic compositional textures, styles, and tools
3. Musical Analysis
 - Identify style characteristics
 - Compare and contrast the use of particular elements in two pieces
 - Describe what is being communicated
 - Identify musical elements within a piece of music
 - Describe music, using appropriate musical terminology

Assessment: Performance assessment, written and/or verbal evaluation

Outcome 5: Evaluating written music and music performances

Objectives:

1. Musical Judgment
 - Evaluate individual performance and progress, using appropriate terminology
 - Evaluate group performance and progress, using appropriate terminology
 - Critique recordings of group performances and make suggestions for improvements
 - Compare and contrast different performances by the same or different groups

Assessment: Verbal and/or written critique

Outcome 6: Understanding relationships between music, the other arts, and disciplines outside the arts

Objectives:

1. Comparisons
 - Define music vocabulary and compare to other disciplines e.g. form style, tone
 - Compare songs with other created projects, such as architecture, story, dance.
 - Identify shared processes in creating art forms
 - Incorporate other disciplines into performances and presentations
 - Research other disciplines and key contributors

Assessment: written, presentation, performance

Outcome 7: Understanding music in relation to history and culture

Objectives:

1. History

- Identify origins of music being learned
- Identify stylistic characteristics of musical periods
- Identify composers by period
- Name periods/dates of music history
- Listen to and play repertoire representative of major periods in orchestral literature

2. Multicultural Perspective

- Determine origin of selected music
- Study country or area of the world of selected music
- Study the cultural backgrounds of selected composers
- Discover the correlation of the music performed and its historical context
- Hear and play repertoire from the jazz, rock, and fiddling genres

Assessment: Written, performance

Resources:

Millard Public Schools String Workbook
Advanced Technique, Hal Leonard Pub., 1992

GENERAL MUSIC 6

Course Description: This course, which meets every other day throughout the year, continues the student's development in singing, movement and playing. This will be explored through the areas of vocal technique, music theory, history and cultures, listening techniques, and music appreciation. Students will also experience and explore appropriate music technology. These studies will prepare and assist in developing the student's abilities for required concert participation and future music classes/ensembles and his/her role as a music consumer.

Outcome 1: The student will be able to sing a varied repertoire of music with others or alone

Objectives:

1. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
2. Sing accurately using correct pitch and rhythm, with appropriate timbre, diction, posture, good breath control while maintaining a steady tempo alone and in small and large ensembles.
3. Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory.
4. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
5. Sing music written in two or three parts.

Assessment: Small group singing assessed on specified musical concepts

Outcome 2: The student will perform on instruments, alone and with others, a varied repertoire of music

Objectives:

1. Perform on at least one instrument accurately and independently, alone and in small and large ensembles.
2. Perform with expression and technical accuracy on a classroom instrument.
3. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Assessment: Playing test on rhythm instruments on specified musical concepts.

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