

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of the PreK-12 Music Education Framework

MEETING DATE: June 6, 2011

DEPARTMENT: Educational Services

TITLE: PreK-12 Music Education Framework: Part I

BRIEF DESCRIPTION: The PreK-12 Music Education Framework: Part I is being presented for approval. Included in the framework: District Mission and Beliefs; Content Area Philosophy; Academic and Life Skills; Curriculum Planning Committee and Focus Group Participants; and the Timeline of Developmental Events. Included is the Music Education Matrix based on the Music Education National Standards.

DESIRED ACTION: Approval

BACKGROUND: The PreK-12 Music Education Core Committee of 27 district and community members completed Phase I of the Curriculum Cycle. Research reviewed by subcommittees in 2010 and 2011 included: Scope and Sequence, Course Offerings, Student Engagement, Technology, Assessment, Advocacy, Staffing, Scheduling, and Facility Considerations.

The elementary band and strings subcommittee will provide a proposal to the PreK-12 Music Curriculum Planning Committee during the first semester of the 2011-12 school year. An updated PreK-12 Music Framework will return to the Board of Education along with the Textbook/Instructional Materials Selection Committee proposal by January, 2012.

RECOMMENDATIONS: Recommend approval of the PreK-12 Music Education Framework

STRATEGIC PLAN REFERENCE: Strategic Plans 2, 4 & 5

IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE: Implementation August 2012

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Carol Newton, Dr. Nancy Johnston, Devonye Mullins

SUPERINTENDENT'S APPROVAL: _____

BOARD ACTION:

PreK-12 Music Education Framework

Part I: PreK-12 Music Education Framework
**Part II: Updated PreK-12 Music Education
Framework**

Spring, 2011



Millard Public Schools

Millard Board of Education

Dave Anderson

Todd Clarke

Mike Kennedy

Mike Pate

Linda Poole

Pat Ricketts

Keith W. Lutz, Ed.D., Superintendent

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Table of Contents

| | |
|--|----|
| Millard Public Schools Mission, Beliefs, and Philosophy | 1 |
| Millard Essential Learner Outcomes | 2 |
| Curriculum Planning Committee Participants | 3 |
| Research Subcommittees 2010-2011 | 4 |
| PreK-12 Music Community Focus Group | 5 |
| Timeline for Millard Education Program | 6 |
| PreK-12 Music Education Program Overview | 7 |
| Introduction to PreK-12 Music Matrix | 8 |
| Matrix: Content Standards (Essential Learnings) and Indicators | |
| • Elementary Courses | 9 |
| • Secondary Courses | 18 |
| Appendix | 32 |
| • PreK-12 Music Education Courses | 33 |
| • 9-12 Proposed Course Changes: Rationale | 35 |
| • 9-12 Course Descriptions for Redesigned Courses | 37 |

Millard Public Schools Mission and Beliefs

Music Education Philosophy

Millard Public Schools Mission

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skill necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Millard Public Schools Beliefs

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and involved citizens are necessary to sustain our democratic society.
- Public education benefits the entire community.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

PreK-12 Music Education Philosophy Statement

Music is a fundamental form of human expression. Music education engages students in unique, creative, and aesthetic experiences that develop essential skills and knowledge for lifelong musical opportunities.

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES

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

| ACADEMIC SKILLS AND APPLICATIONS | |
|---|--|
| <p>Students will demonstrate proficiency by meeting established standards on district-wide assessments. This proficiency, along with the successful completion of 225 credits (230 credits for class of 2013 and beyond) and a Personal Learning Plan (PLP), is used for diploma granting or denial.</p> <p>LANGUAGE ARTS</p> <ul style="list-style-type: none"> • Students will learn and apply reading skills and strategies to comprehend text. • Students will apply writing skills and strategies to communicate. <p>MATHEMATICS</p> <ul style="list-style-type: none"> • Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. • Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. • Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. • Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. <p>SCIENCE</p> <ul style="list-style-type: none"> • Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence. • Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world. • Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world. • Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world. <p>SOCIAL STUDIES</p> <ol style="list-style-type: none"> 9. Demonstrates understanding of structure, operations and relationships between local, state, national and international governments 10. Demonstrates practical knowledge of history, economics and geography 11. Understand global independence. <hr style="border-top: 1px dashed black;"/> <p>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 by district-wide assessments for diploma-granting or denial.</p> <p>LANGUAGE ARTS</p> <ul style="list-style-type: none"> • Students will learn and apply speaking and listening skills and strategies to communicate • Students will identify, locate, and evaluate information. <p>FINANCIAL LITERACY</p> <ul style="list-style-type: none"> • Demonstrates skills to manage financial resources. • Makes sound financial choices by using appropriate resources. <p>HUMAN RELATIONS</p> <ul style="list-style-type: none"> • Understands ethnic and cultural differences. • Understands human differences. | <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Obtains information electronically and organizes it successfully • Conveys information using technology • Uses a variety of technological resources to solve problems. <p>FINE AND PERFORMING ARTS</p> <ul style="list-style-type: none"> • Experiences and evaluates a variety of music, art, or drama. <p>WELLNESS</p> <ul style="list-style-type: none"> • Understands human growth and development • Identifies the values of good nutrition and physical activity • Evaluates the impact of addictive substances and behaviors |
| LIFE SKILLS AND PERFORMANCES | |
| <p>Within the school setting, students in the Millard Public Schools will:</p> <p>READINESS FOR WORK</p> <ul style="list-style-type: none"> • 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 <p>READINESS FOR LIFE-LONG LEARNING</p> <ul style="list-style-type: none"> • Demonstrate ability to set and pursue short term and long term goals • Obtain, organize and evaluate information successfully • Develop the attributes of: <ul style="list-style-type: none"> - integrity, - self-discipline, - positive attitude - perseverance <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Participate in community and/or school organization • Respect diversity • Respect the rights of others • Treat others in a considerate and non-demeaning manner | |
| <p>Revised: Strategic Planning, December 5, 1996 T-Chart Approved: Millard Board of Education, January 13, 1997</p> | |
| <p>Rule Adopted: May 3, 1999 Revised: June 18, 2001; July 21, 2003; December 4, 2006; March 2, 2009; March 1, 2010; April 18, 2011</p> | |
| <p>Millard Public Schools Omaha, Nebraska</p> | |

Curriculum Planning Committee Members 2010-2011

Under the facilitation of Devonye Mullins, MEP Facilitator

| | |
|---|-------------------------------|
| Sarah Aschenbrenner | Hitchcock/Ackerman/Willowdale |
| Michelle Baldwin | Abbott |
| Rex Barker | SHS/Department Head |
| Karen Benson | Cody |
| Dr. Melissa Berke, Music Education Department | UNO |
| Barb Carlsen | Willowdale |
| Monica Cox | CMS/Department Head |
| Jacinda Despines | NMS |
| Jeanne Dymond | RMS/Ackerman/Willowdale |
| Denny Hanley, MEP Technology | District |
| Dr. Fred Hanna, Music Education Department | Creighton |
| Rick Hook, Activities Director | WHS |
| Tyler Hottovy | Norris |
| Dr. Nancy Johnston, Director of Secondary Education | District |
| Anne Keith | Rockwell |
| John Keith | WHS |
| Bethany Magana, Principal | Disney |
| Debbie Martinez | NHS |
| Julie Naber | Wheeler |
| Dr. Carol Newton, Director of Elementary Education | District |
| Anne Oeth, ACP | District |
| Melissa Polonicic, Principal | Ackerman |
| Patty Ritchie | WHS/Upchurch |
| Kathy Simpson | WHS |
| Jason Stevens | SHS |
| Joan Wilson, Principal | NMS |

PreK-12 Research Subcommittees 2010-2011

- 1. Scope and Sequence Research Committee**
 1. Karen Benson, Cody
 2. Jacinda Despines, NMS
 3. Michelle Baldwin, Abbott

- 2. Course Offerings Research Committee**
 1. Debbie Martinez, NHS
 2. Jason Stevens, SHS
 3. Jeanne Dymond, RMS
 4. John Keith, WHS

- 3. Instruction, Student Engagement Research Committee**
 1. Kathy Simpson, WHS
 2. Bethany Magana, Disney

- 4. Technology, Resources Research Committee**
 1. Tyler Hottovy, Norris
 2. Joan Wilson, NMS

- 5. Assessment Research Committee**
 1. Melissa Poloncic, Ackerman
 2. Sarah Aschenbrenner
 3. Anne Keith

- 6. Advocacy Research Committee**
 1. Melissa Berke, UNO
 2. Patty Ritchie, WHS

- 7. Staffing Research Committee**
 1. Anne Oeth, District ACP
 2. Rex Barker, SHS
 3. Monica Cox, CMS

- 8. Scheduling Structure Research Committee**
 1. Anne Oeth, District ACP
 2. Rex Barker, SHS

- 9. Facility Consideration Research Committee**
 1. Fred Hanna, Creighton
 2. Barb Carlsen, Willowdale

- 10. Elementary Band and Strings Subcommittee**
 1. Josh Fields, Black Elk
 2. Carrie Novotny-Buss, Ezra
 3. Bethany Magana, Disney
 4. Melissa Poloncic, Ackerman
 5. Brittany Rom, MSHS
 6. Rex Barker, MSHS
 7. Dr. Carol Newton, District
 8. Devonye Mullins, District MEP

PreK-12 Music Community Focus Group

December 13, 2010

Under the facilitation of Devonye Mullins, MEP Facilitator

| | |
|------------------------|--|
| David Barg | Director of Community and Institutional Development, Omaha Conservatory |
| Rex Barker | MPS Teacher and District Instrumental Department Head |
| Karen Benson | MPS Teacher |
| Susan Brandquist | Parent |
| Melanie & Craig Dallon | Parents |
| Deb Gelvin | Parent |
| Jaci Goldhorn | Parent and MPS Teacher |
| Cheryl Gresham | Secretary, Secondary Education |
| Dr. Matthew Harden | Director of Choral Activities/Coordinator of Vocal Studies UNO |
| Beth Katz | Project Interfaith |
| Helen Lykke-Wisler | Parent and MPS Teacher |
| Linda Meuret | Parent |
| Patty Ritchie | MPS Teacher |
| Denise Thomas | Former Millard music teacher |
| Rob Wisler | Parent |

Timeline for Millard Education Program

| Date | Group: Purpose |
|----------------------------|--|
| August 2010 | PreK-12 Music Staff Overview of the purpose of Phase I |
| October 21, 2010 | PreK-12 Music Curriculum Planning Committee: met to overview the Data Book |
| December 6, 2010 | PreK-12 Music Curriculum Planning Committee: met to identify critical issues |
| December 9, 2010 | Community Focus Group: met to discuss identified critical issues and instructional needs |
| December 16, 2010 | PreK-12 Music Curriculum Planning Committee: met to research identified critical issues and instructional needs |
| January 20, 2011 | PreK-12 Music Curriculum Planning Committee: met to report on the research of the identified critical issues and instructional needs |
| February 15, 2011 | PreK-12 Music Curriculum Planning Committee: met to draft scope and sequence of the music matrix |
| March 3, 2011 | PreK-12 Music Curriculum Planning Committee: met to review the draft of the scope and sequence of the music matrix and check for vertical alignment |
| March 28, 2011 | 6-12 Music Curriculum Planning Committee: met to discuss course offerings and create recommendations for retaining or changing course offerings |
| March 29, 2011 | PreK-5 Music Curriculum Planning Committee: met to preview music materials from several vendors |
| April 18, 2011 | Pre-K 12 Music Curriculum Planning Committee: met to present and review technology research topics and implications for music |
| Fall 2011 | The Elementary Band & Strings Subcommittee will meet to review research and draft a proposal to the PreK-12 Music Curriculum Planning Committee |
| August 2011 | Updated PreK-12 Music Education Framework to Board of Education for approval Textbook/Instructional Materials Selection Committee proposal to Board of Education for approval |
| August 2011 – January 2012 | Textbook/Instructional Materials Selection Committee proposal to Board of Education for approval |
| January – July 2012 | Phase II: Course Guides created based on approved PreK-12 Framework |
| July 2012 – July 2013 | Phase III: Implement new curriculum, allocate new resources, provide staff development related to new curriculum, develop related assessments |

PreK-12 Music Education Courses Program Overview

The PreK-12 Music Course document provides a sequential listing of all required and elective music courses offered to Millard Public School students.

Preschool level lessons and activities are provided daily through indoor/outdoor play experiences facilitated by the classroom teacher and/or music teacher.

Elementary level lessons and activities are based on the National Standards for Music Education and are taught by certified music educators within a general music class.

An Elementary Band & Strings subcommittee began meeting in August 2010 to review and research program configurations for delivery of elementary band and orchestra courses. They compiled data from the *Best Communities for Music in America* and from the Millard Public Schools Benchmark School Districts (comparable to Millard district size, demographics, and educational expectations).

The Elementary Band & Strings subcommittee will provide a proposal to the PreK-12 Music Curriculum Planning Committee during the first semester of the 2011-12 school year. An updated PreK-12 Music Framework will return to the Board of Education along with the Textbook/Instructional Materials Selection Committee proposal in January, 2012.

At this time, references within the Framework for Orchestra 4, 5, and Band 5 are in italics until the study is completed and recommendation is approved.

In sixth and seventh grade, students are required to take General Music during a semester (6 weeks) course. Sixth and Seventh grade may also select an elective performance class through a variety of course offerings including band, orchestra and chorus. Eighth grade students do not have a required music course; however, they may select an elective class through the same elective course offerings as sixth and seventh grade. Dependent upon the recommendations of the Elementary Band & Strings subcommittee, an analysis of the impact on Middle School band and strings would be evaluated at that time to determine if the Middle School Course offerings would need to be adjusted.

Students at the high school level have a variety of music offerings they can elect to participate in when selecting their high school courses. High school offerings include band, choir, orchestra, Music Connections and theory classes. High school students have a 5 credit Fine Arts graduation requirement. All of the listed music courses fulfill this requirement.

Introduction to PreK-12 Music Education Matrix

Introduction

The Pre K-12 Music Education Standards and Indicators are based on the Music Education National Content Standards and Performance Standards and are sequenced in the following Matrix. For the purpose of vertical articulation, fifth grade is included in both elementary and secondary matrices.

Nomenclature

The National Standards for Music Education are found in grades 4, 8, and 12. The Curriculum Planning Committee utilized the National Standards for Music education to plan backwards from grades 4, 8, and 12 to create a PreK-12 Scope and Sequence.

The nomenclature for the standards and indicators is as follows:

| | |
|-------|--|
| MU | Music Education |
| N | National Standard |
| M | Millard Standard |
| P4-12 | Grade Level |
| 1-9 | Content Standards |
| | National Music Standard 1: Singing, alone and with others, a varied repertoire of music |
| | National Music Standard 2: Performing on instruments, alone and with others, a varied repertoire of music |
| | National Music Standard 3: Improvising melodies, variations, and accompaniments |
| | National Music Standard 4: Composing and arranging music within specified guidelines |
| | National Music Standard 5: Reading and notating music |
| | National Music Standard 6: Listening to, analyzing, and describing music |
| | National Music Standard 7: Evaluating music and music performances |
| | National Music Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts |
| | National Music Standard 9: Understanding music in relation to history and culture |

Examples

| | |
|-------------|--|
| MU M 03.5.c | Music Education, Millard Standard, Grade 3, Standard 5, Indicator c |
| MU N 04.1.a | Music Education, National Standard, Grade 4, Standard 1, Indicator a |
| MU M 09.6.b | Music Education, Millard Standard, Grade 9, Standard 6, Indicator b |

PreK- 12 Content Standard: 1
Students sing, alone and with others, a varied repertoire of music

Grade Level Indicators

| Pre K | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|---|---|---|
| MU M P4.1.a Students explore voice types, melody, contours, high and low pitches | MU M 00.1.a Students explore voice types, melody, contours, high and low pitches | MU M 01.1.a Students explore voice types, melody, contours, high and low pitches | MU M 02.1.a Students develop independent singing on pitch and in rhythm with a steady tempo | MU M 03.1.a Students develop independent singing on pitch, and in rhythm with appropriate timbre, diction and posture with a steady tempo | MU N 04.1.a Students sing independently on pitch, and in rhythm with appropriate timbre, diction and posture, and maintain a steady tempo | MU M 05.1.a Students sing independently on pitch, and in rhythm with appropriate timbre, diction and posture, and maintain a steady tempo |
| MU M P4.1.b Students explore expressive singing with dynamics and interpretation | MU M 00.1.b Students explore expressive singing with dynamics and interpretation | MU M 01.1.b Students explore expressive singing with dynamics and interpretation | MU M 02.1.b Students experience expressive singing with appropriate dynamics, phrasing, and interpretation | MU M 03.1.b Students develop expressive singing with appropriate, phrasing, and interpretation | MU N 04.1.b Students sing expressively, with appropriate dynamics, phrasing, and interpretation | MU M 05.1.b Students sing expressively, with appropriate dynamics, phrasing, and interpretation |
| MU M P4.1.c Students sing a variety of songs representing genres and styles from diverse cultures | MU M 00.1.c Students sing a variety of songs representing genres and styles from diverse cultures | MU M 01.1.c Students sing a variety of songs representing genres and styles from diverse cultures | MU M 02.1.c Students sing a variety of songs representing genres and styles from diverse cultures | MU M 03.1.c Students sing a variety of songs representing genres and styles from diverse cultures | MU N 04.1.c Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures | MU M 05.1.c Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures |
| | MU M 00.1.d Students explore beginning speech and part singing that includes ostinati and partner songs | MU M 01.1.d Students explore beginning speech and part singing that includes ostinati and partner songs | MU M 02.1.d Students practice beginning speech and part singing that includes ostinati, partner songs, and 2-part rounds | MU M 03.1.d Students practice beginning part singing that includes ostinati, partner songs, and rounds | MU N 04.1.d Students sing ostinatos, partner songs and rounds | MU M 05.1.d Students demonstrate 2- and 3-part singing that includes ostinati, partner songs, rounds, and octavos |
| | MU M 00.1.e Students explore group singing, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor | MU M 01.1.e Students explore group singing, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor | MU M 02.1.e Students develop group singing, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor | MU M 03.1.e Students practice group singing, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor | MU N 04.1.e Students sing in groups, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor | MU M 05.1.e Students sing in groups, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor with unison and 2-part music |

PreK- 12 Content Standard: 2
Performing on instruments, alone and with others, a varied repertoire of music

Grade Level Indicators

| Pre K | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---|---|--|--|---|--|
| | MU M 00.2.a Students explore performing on pitch, with appropriate dynamics and timbre, and maintain a steady tempo | MU M 01.2.a Students explore performing on pitch, with appropriate dynamics and timbre, and maintain a steady tempo | MU M 02.2.a Students practice performing on pitch, with appropriate dynamics and timbre, and maintain a steady tempo | MU M 03.2.a Students practice performing on pitch, with appropriate dynamics and timbre, and maintain a steady tempo | MU N 04.2.a Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo | MU M 05.2.a Students perform independently on pitch, in rhythm, with appropriate timbre, and maintain a steady tempo |
| | MU M 00.2.b Students explore easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments | MU M 01.2.b Students explore easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments | MU M 02.2.b Students practice easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments | MU M 03.2.b Students practice easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments | MU N 04.2.b Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments | MU M 05.2.b Students perform intermediate and advanced rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments |
| | MU M 00.2.c Students perform expressively a varied repertoire of music representing diverse genres and styles | MU M 01.2.c Students perform expressively a varied repertoire of music representing diverse genres and styles | MU M 02.2.c Students perform expressively a varied repertoire of music representing diverse genres and styles | MU M 03.2.c Students perform expressively a varied repertoire of music representing diverse genres and styles | MU N 04.2.c Students perform expressively a varied repertoire of music representing diverse genres and styles | MU M 05.2.c Students perform a varied repertoire of music representing diverse genres and styles |
| MU M P4.2.a Students explore rhythmic and melodic patterns using instruments | MU M 00.2.d Students experience rhythmic and melodic patterns | MU M 01.2.d Students echo short rhythms and melodic patterns | MU M 02.2.d Students echo short rhythms and melodic patterns | MU M 03.2.d Students echo short rhythms and melodic patterns | MU N 04.2.d Students echo short rhythms and melodic patterns | MU M 05.2.d Students echo rhythmic and melodic patterns of varying length |
| | MU M 00.2.e Students explore in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor | MU M 01.2.e Students explore in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor | MU M 02.2.e Students explore in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor | MU M 03.2.e Students explore in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor | MU N 04.2.e Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor | MU M 05.2.e Students perform in groups responding to the cues of a conductor |

**PreK- 12 Content Standard: 3
Improvising melodies, variations, and accompaniments**

Grade Level Indicators

| Pre K | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|---|--|--|
| MU M P4.3.a Students explore response to given musical prompt | MU M 00.3.a Students explore response to given musical prompt | MU M 01.3.a Students explore response to a given musical prompt | MU M 02.3.a Students improvise a response to a given musical prompt within specified guidelines | MU M 03.3.a Students improvise a response to a given musical prompt within specified guidelines | MU N 04.3.a Students improvise "answers" in the same style to given rhythmic and melodic phrases | MU M 05.3.a Students improvise "answers" in the same style to given rhythmic and melodic phrases |
| MU M P4.3.b Students explore musical accompaniments | MU M 00.3.b Students explore musical accompaniments | MU M 01.3.b Students explore musical accompaniments | MU M 02.3.b Students explore and create simple, rhythmic and melodic, ostinato accompaniments | MU M 03.3.b Students explore and create simple, rhythmic and melodic, ostinato accompaniments | MU N 04.3.b Students improvise simple rhythmic and melodic ostinato accompaniments | MU M 05.3.b Students improvise intermediate to advanced rhythmic and melodic ostinato accompaniments |
| MU M P4.3.c Students explore rhythmic variations and melodic embellishments on familiar melodies | MU M 00.3.c Students explore rhythmic variations and melodic embellishments on familiar melodies | MU M 01.3.c Students explore rhythmic variations and melodic embellishments on familiar melodies | MU M 02.3.c Students create simple rhythmic variations and melodic embellishments on familiar melodies | MU M 03.3.c Students create simple rhythmic variations and melodic embellishments on familiar melodies | MU N 04.3.c Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies | MU M 05.3.c Students improvise intermediate to advanced rhythmic variations and simple melodic embellishments on familiar melodies |
| MU M P4.3.d Students explore a variety of songs and instrumental pieces, using a variety of sound sources | MU M 00.3.d Students explore a variety of songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means | MU M 01.3.d Students explore a variety of songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means | MU M 02.3.d Students create short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means | MU M 03.3.d Students create short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means | MU N 04.3.d Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means | MU M 05.3.d Students improvise songs and instrumental pieces of varying lengths using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means |

**PreK- 12 Content Standard: 4
Composing and arranging music within specified guidelines**

Grade Level Indicators

| PreK | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|--|--|--|---|---|--|
| MU M P4.4.a Students explore music to accompany readings or dramatizations | MU M 00.4.a Students explore music to accompany readings or dramatizations | MU M 01.4.a Students explore music to accompany readings or dramatizations | MU M .02.4.a Students practice creating music to accompany readings or dramatization | MU M 03.4.a Students practice creating music to accompany readings or dramatization | MU N 04.4.a Students create and arrange music to accompany readings or dramatizations | MU M 05.4.a Students will compose music within specific guidelines to accompany readings or dramatizations |
| | MU M 00.4.b Students explore music to create short songs and instrumental pieces | MU M 01.4 b Students explore music to create short songs and instrumental pieces | MU M 02.4.b Students practice creating short songs and instrumental pieces | MU M 03.4.b Students practice creating short songs and instrumental pieces | MU N 04.4.b Students create and arrange within specified guidelines | MU M 05.4.b Students create and arrange within specified guidelines |
| | MU M 00.4.c Students use a variety of sound sources when composing | MU M 01.4.c Students use a variety of sound sources when composing | MU M 02.4.c Students use a variety of sound sources when composing | MU M 03.4.c Students use a variety of sound sources when composing | MU N 04.4.c Students use a variety of sound sources when composing | MU M 05.4.c Students use a variety of sound sources when composing |

**PreK- 12 Content Standard: 5
Reading and notating music**

Grade Level Indicators

| PreK | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---|---|---|---|---|---|
| MU M P4.5.a Students experience rhythmic values through patterns | MU M 00.5.a Students experience rhythmic values through multiple mediums and with iconic symbols and notation | MU M 01.5.a Students experience rhythmic values through multiple mediums and with iconic symbols and notation | MU M 02.5.a Students practice traditional rhythmic notation | MU M 03.5.a Students practice traditional rhythmic notation | MU N 04.5.a Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures | MU M 05.5.a Students read whole, half, dotted half, quarter, eighth and sixteenth notes and rests in a variety of meters |
| | MU M 00.5.b Students experience reading pitches through multiple mediums with iconic symbols and notation | MU M 01.5.b Students experience reading pitches through multiple mediums with iconic symbols and notation | MU M 02.5.b Students practice traditional melodic notation | MU M 03.5.b Students practice traditional melodic notation | MU N 04.5.b Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys | MU M 05.5.b Students read simple melodies using solfege in the treble clef and experiences bass clef |
| | MU M 00.5.c Students explore traditional terms referring to dynamics, tempo and articulation | MU M 01.5.c Students explore traditional terms referring to dynamics, tempo and articulation | MU M 02.5.c Students practice traditional terms referring to dynamics, tempo and articulation | MU M 03.5.c Students practice traditional terms referring to dynamics, tempo and articulation | MU N 04.5.c Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing | MU M 05.5.c Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and correctly perform them |
| | MU M 00.5.d Students explore standard symbols to notate meter, rhythm, pitch, and dynamics | MU M 01.5.d Students explore standard symbols to notate meter, rhythm, pitch, and dynamics | MU M 02.5.d Students practice using standard symbols to notate meter, rhythm, pitch, and dynamics | MU M 03.5.d Students practice using standard symbols to notate meter, rhythm, pitch, and dynamics | MU N 04.5.d Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher | MU M 05.5.d Students accurately use standard symbols to notate meter, rhythm, pitch, and dynamics |

**PreK- 12 Content Standard: 6
Listening to, analyzing, and describing music**

Grade Level Indicators

| PreK | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|--|--|---|---|---|---|
| MU M P4.6.a Students explore and discover simple music forms | MU M 00.6.a Students explore and discover simple music forms | MU M 01.6.a Students explore and discover simple music forms through movement and other media | MU M 02.6.a Students recognize simple music forms | MU M 03.6.a Students recognize simple music forms | MU N 04.6.a Students identify simple music forms when presented aurally | MU M 05.6.a Students identify simple music forms when presented aurally |
| MU M P4.6.b Students explore through movement and other media, aural examples of various styles and cultures | MU M 00.6.b Students discover through movement and other media, aural examples of various styles and cultures | MU M 01.6.b Students discover through movement and other media, aural examples of various styles and cultures | MU M 02.6.b Students discover through movement and other media, aural examples of various styles and cultures | MU M 03.6.b Students discover through movement and other media, aural examples of various styles and cultures | MU N 04.6.b Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures | MU M 05.6.b Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures |
| | MU M 00.6.c Students discover appropriate terminology that explains and describes music notation, instruments, voices and performances | MU M 01.6.c Students discover appropriate terminology that explains and describes music notation, instruments, voices and performances | MU M 02.6.c Students build and practice vocabulary that explains music notation, music instruments and voices, and music performances | MU M 03.6.c Students build and practice vocabulary that explains music notation, music instruments and voices, and music performances | MU N 04.6.c Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances | MU M 05.6.c Students express knowledge of basic principles of music, music notation, music instruments, voices and music performances |
| MU M P4.6.c Students explore sounds of instruments and voices | MU M 00.6.d Students discover sounds of instruments and voices | MU M 01.6.d Students discover sounds of instruments and voices | MU M 02.6.d Students practice identifying the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices | MU M 03.6.d Students practice identifying the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices | MU N 04.6.d Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices | MU M 05.6.d Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices |

**PreK- 12 Content Standard: 7
Evaluating music and music performances**

Grade Level Indicators

| PreK | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------|--|--|--|--|---|---|
| | MU M 00.7.a Students rate their individual or group performance using a provided scale or rubric with assistance | MU M 01.7.a Students rate their individual or group performance using a provided scale or rubric with assistance | MU M 02.7.a Students rate their individual or group performance using a provided scale or rubric | MU M 03.7.a Students rate their individual or group performance using a provided scale or rubric | MU N 04.7.a Students devise criteria for evaluating performances and compositions | MU M 05.7.a Students devise criteria for evaluating performances and compositions |
| | MU M 00.7.b Students describe musical examples | MU M 01.7.b Students describe musical examples | MU M 02.7.b Students explore musical examples using basic terminology | MU M 03.7.b Students explore musical examples using basic terminology | MU N 04.7.b Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles | MU M 05.7.b Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles |
| | | | | | | MU M 05.7.c Students express the emotions experienced in music performances and musical works |

PreK- 12 Content Standard: 8
Understanding relationships between music, the other arts, and disciplines outside the arts

Grade Level Indicators

| Pre K | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|--|--|--|--|---|
| MU M P4.8.a Students explore a variety of arts experiences | MU M 00.8.a Students explore a variety of arts experiences | MU M 01.8.a Students explore a variety of arts experiences | MU M 02.8.a Students will compare and contrast a variety of arts experiences | MU M 03.8.a Students will compare and contrast a variety of arts experiences | MU N 04.8.a Students identify similarities and differences in the meanings of common terms used in the various arts | MU M 05.8.a Students identify similarities and differences in the meanings of common terms used in the various arts |
| MU M P4.8.2b Students experience a variety of cross-curricular music activities | MU M .00.8.b Students experience a variety of cross-curricular music activities | MU M 01.8.b Students experience a variety of cross-curricular music activities | MU M 02.8.b Students experience a variety of cross-curricular music activities | MU M 03.8.b Students experience a variety of cross-curricular music activities | MU N 04.8.b Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music | MU M 05.8.b Students explore ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music |

PreK- 12 Content Standard: 9
Understanding music in relation to history and culture

Grade Level Indicators

| Pre K | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---|---|---|---|---|---|
| MU M P4.9.a Students experience music from various historical periods and cultures | MU M 00.9.a Students experience music from various historical periods and cultures | MU M 01.9.a Students experience music from various historical periods and cultures | MU M 02.9.a Students discover similarities and differences among music from various historical periods and cultures | MU M 03.9.a Students discover similarities and differences among music from various historical periods and cultures | MU N 04.9.a Students identify by genre or style aural examples of music from various historical periods and cultures | MU M 05.9.a Students identify by genre or style aural examples of music from various historical periods and cultures |
| | MU M 00.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world | MU M 01.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world | MU M 02.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world | MU M 03.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world | MU N 04.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world | MU M 05.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world |
| | MU M 00.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use | MU M 01.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use | MU M 02.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use | MU M 03.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use | MU N 04.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use | MU M 05.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use |
| | MU M 00.9.d Students experience roles of musicians in various music settings and cultures | MU M 01.9.d Students experience roles of musicians in various music settings and cultures | MU M 02.9.d Students experience roles of musicians in various music settings and cultures | MU M 03.9.d Students discover roles of musicians in various music settings and cultures | MU N 04.9.d Students identify and describe roles of musicians in various music settings and cultures | MU M 05.9.d Students identify and describe roles of musicians in various music settings and cultures |

MUSIC COURSES

| | | | | | | |
|-------------------|-----------------------------------|------------------------------|------------------------------|------------------------------|---|---|
| PreK Music | Kindergarten General Music | Grade 1 General Music | Grade 2 General Music | Grade 3 General Music | Grade 4 General Music <i>Grade 4 Strings*</i> | Grade 5 General Music <i>Grade 5 Strings*</i> <i>Grade 5 Band*</i> |
|-------------------|-----------------------------------|------------------------------|------------------------------|------------------------------|---|---|

* Band and Strings continue to be under review for possible program change.
 All PreK-5 standards and indicators are able to be met by general music classes.

PreK- 12 Content Standard: 1
Students sing, alone and with others, a varied repertoire of music

Grade Level Indicators

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|--|--|---|--|--|--|--|
| MU M 05.1.a Students sing independently on pitch, and in rhythm with appropriate timbre, dictation and posture, and maintain a steady tempo | MU M 06.1.a Students sing accurately and with good breath control throughout their singing ranges | MU M 07.1.a Students sing accurately and with good breath control throughout their singing ranges | MU N 08.1.a Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles | MU M 09.1.a Students sing with expression and technical accuracy a large and varied repertoire of vocal literature from memory | MU M 10.1.a Students sing with expression and technical accuracy a large and varied repertoire of vocal literature from memory | MU M 11.1.a Students sing with expression and technical accuracy a large and varied repertoire of vocal literature from memory | MU N 12.1.a Students 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 |
| MU M 05.1.b Students sing expressively, with appropriate dynamics, phrasing, and interpretation | MU M 06.1.b Students sing expressively, with appropriate dynamics, phrasing, and interpretation a repertoire of vocal literature, including some songs performed from memory | MU M 07.1.b Students sing with expression a repertoire of vocal literature, including some songs performed from memory | MU N 08.1.b Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory | MU M 09.1.b Students sing music written in 3- and 4- parts with accompaniment | MU M 10.1.b Students sing music written in 3- and 4- parts with and without accompaniment | MU M 11.1.b Students sing music written in four parts, with and without accompaniment | MU N 12.1.b Students sing music written in four parts, with and without accompaniment |
| MU M 05.1.c Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures | MU M 06.1.c Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed | MU M 07.1.c Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed | MU N 08.1.c Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed | MU M 09.1.c Students demonstrate well-developed ensemble skills | MU M 10.1.c Students demonstrate well-developed ensemble skills | MU M 11.1.c Students demonstrate well-developed ensemble skills | MU N 12.1.c Students demonstrate well-developed ensemble skills |
| MU M 05.1.d Students demonstrate 2- and 3-part singing that includes ostinati, partner songs, rounds, and octavos | MU M 06.1.d Students demonstrate 2- and 3-part singing that includes ostinati, partner songs, rounds, and octavos | MU M 07.1.d Students demonstrate 2- and 3-part singing that includes ostinati, partner songs, rounds, and octavos | MU N 08.1.d Students sing music written in two and three parts | | | | |

| | | | | | | | |
|---|---|---|---|--|--|--|--|
| <p>MU M 05.1.e Students sing in groups, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor with unison and 2-part music</p> | <p>MU M 06.1.e Students sing in groups, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor with unison and 2-part music</p> | <p>MU M 07.1.e Students sing music written in 2 parts with expression a varied repertoire of literature including some songs performed from memory</p> | <p>MU N 08.1.5 Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory</p> | | | | |
| | <p>MU M 06.1.f Students sing music written in 2 parts with expression a varied repertoire of literature including some songs performed from memory</p> | | | | | | |

PreK- 12 Content Standard: 2
Performing on instruments, alone and with others, a varied repertoire of music

Grade Level Indicators

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|---|---|---|--|---|---|--|
| MU M 05.2.a Students perform independently on pitch, in rhythm, with appropriate timbre, and maintain a steady tempo | MU M 06.2.a Students refine intonation and ability to manipulate pitch | MU M 07.2.a Students refine intonation and ability to manipulate pitch | MU N 08.2.a Students 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 | MU M 09.2.a Students 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 | MU M 10.2.a Students 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 | MU M 11.2.a Students 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 | MU N 12.2.a Students 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 |
| MU M 05.2.b Students perform intermediate and advanced rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments | MU M 06.2.b Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 1, on a scale of 1 to 6 | MU M 07.2.b Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 1 1/2, on a scale of 1 to 6 | MU N 08.2.b Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6 | MU M 09.2.b Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2 ½ to 3, on a scale of 1 to 6 | MU M 10.2.b Students 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 3, on a scale of 1 to 6 | MU M 11.2.b Students 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 3 1/2, on a scale of 1 to 6 | MU N 12.2.b Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills |
| MU M 05.2.c Students perform a varied repertoire of music representing diverse genres and styles | MU M 06.2.c Students perform expressively a varied repertoire of music representing diverse genres and styles | MU M 07.2.c Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed | MU N 08.2.c Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed | MU M 09.2.c Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed | MU M 10.2.c Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed | MU M 11.2.c Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed | MU N 12.2.c Students perform in small ensembles with one student on a part |

| | | | | | | | |
|--|---|--|---|---|---|---|---|
| MU M 05.2.d Students echo rhythmic and melodic patterns of varying length | MU M 06.2.d Students perform rhythmic and melodic patterns of varying length | MU M 07.2.d Students perform rhythmic and melodic patterns of varying length | MU N 08.2.d Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument | | | | |
| MU M 05.2.e Students perform in groups responding to the cues of a conductor | MU M 06.2.e Students demonstrate good posture, playing technique, basic right and left hand technique, and play in tune | MU M 06.2.e Students demonstrate good posture, playing technique, basic right and left hand technique, learn tuning procedures, and respond to the conductor | MU N 08.2.e Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory | MU M 09.2.d Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory | MU M 10.2.d Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory | MU M 11.2.d Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory | MU M 12.2.d Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory |

**Pre-K- 12 Content Standard: 3
Improvising melodies, variations, and accompaniments**

Grade Level Indicators

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|--|--|--|--|--|
| MU M 05.3.a Students improvise "answers" in the same style to given rhythmic and melodic phrases | MU M 06.3.a Students improvise "answers" in the same style to given rhythmic and melodic phrases | MU M 07.3.a Students improvise "answers" in the same style to given rhythmic and melodic phrases | MU N 08.3.a Students improvise simple harmonic accompaniments | MU M 09.3.a Students improvise simple harmonic accompaniments | MU M 10.3.a Students improvise simple harmonic accompaniments | MU M 11.3.a Students improvise simple harmonic accompaniments | MU N 12.3.a Students improvise stylistically appropriate harmonizing parts |
| MU M 05.3.b Students improvise intermediate to advanced rhythmic and melodic ostinato accompaniments | MU M 06.3.b Students improvise intermediate and advanced rhythmic variations | MU M 07.3.b Students improvise intermediate and advanced rhythmic variations | MU N 08.3.b Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys | MU M 09.3.b Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys | MU M 10.3.b Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys | MU M 11.3.b Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys | MU N 12.3.b Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys |
| MU M 05.3.c Students improvise intermediate to advanced rhythmic variations and simple melodic embellishments on familiar melodies | MU M 06.3.c Students improvise short songs and instrumental pieces using a variety of sound sources | MU M 07.3.c Students improvise short songs and instrumental pieces using a variety of sound sources | MU N 08.3.c Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality | | | | MU N 12.3.c Students improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality |
| MU M 05.3.d Students improvise songs and instrumental pieces of varying lengths using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sound produced by electronic means | | | | | | | |

PreK- 12 Content Standard: 4
Composing and arranging music within specified guidelines

Grade Level Indicators

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|--|--|--|--|--|--|--|
| MU M 05.4.a Students will compose music within specific guidelines to accompany readings or dramatizations | MU M 06.4.a Students will compose music within specific guidelines to accompany readings or dramatizations | MU M 07.4.a Students will compose short pieces within specific guidelines, demonstrating how the elements of music are used | MU N 08.4.a Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance | MU M 09.4.a Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance | MU M 10.4.a Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance | MU M 11.4.a Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance | MU N 12.4.a Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect |
| MU M 05.4.b Students create and arrange within specified guidelines | MU M 06.4.b Students create and arrange within specific guidelines | MU M 07.4.b Students create and arrange within specific guidelines | MU N 08.4.b Students arrange simple pieces for voices or instruments other than those for which the pieces were written | MU M 09.4.b Students arrange simple pieces for voices or instruments other than those for which the pieces were written | MU M 10.4.b Students arrange simple pieces for voices or instruments other than those for which the pieces were written | MU M 11.4.b Students arrange simple pieces for voices or instruments other than those for which the pieces were written | MU N 12.4.b Students 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 |
| MU M 05.4.c Students use a variety of sound sources when composing | MU M 06.4.c Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging | MU M 07.4.c Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging | MU N 08.4.c Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging | MU M 09.4.c Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources | MU M 10.4.c Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources | MU M 11.4.c Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources | MU N 12.4.c Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources |

**PreK- 12 Content Standard: 5
Reading and notating music**

Grade Level Indicators

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|--|
| MU M 05.5.a Students read whole, half, dotted half, quarter, eighth and sixteenth notes and rests in a variety of meters | MU M 06.5.a Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in a variety of meters | MU M 07.5.a Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in a variety of meters | MU N 08.5.a Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures | MU M 09.5.a Students explore in an ensemble the ability to read a music score and are aware of the rhythmic connectivity across the ensemble | MU M 10.5.a Students demonstrate in an ensemble the ability to read a music score up to 4 parts using solfege syllables or counting techniques | MU M 11.5.a Students demonstrate and evaluate in an ensemble the ability to read a music score up to 4 parts using solfege syllables or counting techniques isolating challenging passages and resolve them | MU N 12.5.a Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used |
| MU M 05.5.b Students read simple melodies using solfege in the treble clef and experiences bass clef | MU M 06.5.b Students read simple melodies using solfege in the treble clef | MU M 07.5.b Students read simple melodies using solfege in the treble clef and experience the bass clef | MU N 08.5.b Students read at sight simple melodies in both the treble and bass clefs | MU M 09.5.b Students explore and individually demonstrate sight reading using solfege syllables or counting techniques | MU M 10.5.b Students accurately individually demonstrate and evaluate sight reading using solfege syllables or counting techniques | MU M 11.5.b Students accurately individually demonstrate sight reading using solfege syllables or counting techniques | MU N 12.5.b Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6 |
| MU M 05.5.c Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and correctly perform them | MU M 06.5.c Students identify and define and interpret correctly standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression | MU M 07.5.c Students identify and define and interpret correctly standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression | MU N 08.5.c Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression | MU M 09.5.c Students identify and define and interpret correctly standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression | MU M 10.5.3 Students identify and define and interpret correctly standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression | MU M 11.5.c Students demonstrate understanding of all symbols and terms in the music being played or sung | MU M 12.5.c Students demonstrate understanding of all symbols and terms in the music being played or sung |
| MU M 05.5.d Students accurately use standard symbols to notate meter, rhythm, pitch, and dynamics | MU M 06.5.d Students practice standard notation to record their musical ideas | MU M 07.5.d Students practice standard notation to record their musical ideas | MU N 08.5.d Students use standard notation to record their musical ideas and the musical ideas of others | MU M 09.5.d Students accurately notate musical ideas (melodic and or rhythmic) | MU M 10.5.4 Students accurately notate musical ideas (melodic and or rhythmic) | MU M 11.5.d Students accurately notate a 4-12 measure composition | |

**PreK- 12 Content Standard: 6
Listening to, analyzing, and describing music**

Grade Level Indicators

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|--|--|--|---|---|--|--|
| MU M 05.6.a Students identify simple music forms when presented aurally | MU M 06.6.a Students describe specific music events in a given aural example, using appropriate terminology | MU M 07.6.a Students describe specific music events in a given aural example, using appropriate terminology | MU N 08.6.a Students describe specific music events in a given aural example, using appropriate terminology | MU M 09.6.a Students explore aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices | MU M 10.6.a Students demonstrate knowledge using aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices | MU M 11.6.a Students 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 | MU N 12.6.a Students 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 |
| MU M 05.6.b Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures | MU M 06.6.b Students demonstrate the uses of elements of music in aural examples representing diverse genres and cultures | MU M 07.6.b Students demonstrate the uses of elements of music in aural examples representing diverse genres and cultures | MU N 08.6.b Students analyze the uses of elements of music in aural examples representing diverse genres and cultures | MU M 09.6.b Students demonstrate knowledge of the technical vocabulary of music | MU M 10.6.b Students demonstrate advanced knowledge of the technical vocabulary of music | MU M 11.6.b Students demonstrate extensive knowledge of the technical vocabulary of music | MU N 12.6.b Students demonstrate extensive knowledge of the technical vocabulary of music |
| MU M 05.6.c Students express knowledge of basic principles of music, music notation, music instruments, voices and music performances | MU M 06.6.c Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music | MU M 07.6.c Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music | MU N 08.6.c Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music | MU M 09.6.c Students examine and compare the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progression in the analysis of music | MU M 10.6.c Students examine and compare the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progression in the analysis of music | MU M 11.6.c Students 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 | MU N 12.6.c Students 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 |

MU M 05.6.d
Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices

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PreK- 12 Content Standard: 7
Evaluating music and music performances

Grade Level Indicators

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|--|--|--|
| MU M 05.7.a Students devise criteria for evaluating performances and compositions | MU M 06.7.a Students identify criteria for evaluating the effectiveness of music performances and compositions and apply the criteria in their personal listening and performing | MU M 07.7.a Students evaluate the quality and effectiveness of music performances and compositions and apply the criteria using appropriate vocabulary in their personal listening and performing | MU N 08.7.a Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing | MU M 09.7.a Students 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 | MU M 10.7.a Students 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 | MU M 11.7.a Students 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 | MU N 12.7.a Students 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 |
| MU M 05.7.b Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles | MU M 06.7.b Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement | MU M 07.7.b Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement | MU N 08.7.b Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement | MU M 09.7.b Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement | MU M 10.7.b Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models | MU M 11.7.b Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models | MU N 12.7.b Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models |
| MU M 05.7.c Students express the emotions experienced in music performances and musical works | MU M 06.7.c Students express the emotions experienced in music performances and musical works | MU M 07.7.c Students express the emotions experienced in music performances and musical works | MU M 08.7.c Students express the emotions experienced in music performances and musical works | MU M 09.7.c Students articulate emotions experienced in music performance | MU M 10.7.c Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions | MU M 11.7.c Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions | MU N 12.7.c Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions |

PreK- 12 Content Standard: 8
Understanding relationships between music, the other arts, and disciplines outside the arts

Grade Level Indicators

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|--|---|--|---|---|
| MU M 05.8.a Students identify similarities and differences in the meanings of common terms used in the various arts | MU M 06.8.a Students identify similarities and differences in the meanings of common terms used in the various arts | MU M 07.8.a Students identify similarities and differences in the meanings of common terms used in the various arts | MU N 08.8.a Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art | MU M 09.8.a Students express how music elements, artistic processes, organizational principles, repetitions and contrast are used in various arts | MU M 010.8.a Students express how music elements, artistic processes, organizational principles, repetitions and contrast are used in various arts | MU M 11.8.a Students express how music elements, artistic processes, organizational principles, repetitions and contrast are used in various arts | MU N 12.8.a Students explain how elements, artistic processes (that is, imagination, craftsmanship), and organizational principles (that is, unity and variety, repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples |
| MU M 05.8.b Students explore ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music | MU M 06.8.b Students explore ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music | MU M 06.8.b Students explore 2 or more ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music | MU N 08.8.b Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music | | | | MU N 12.8.b Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures |
| | | | | | | | MU N 12.8.c Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music |

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| | | | | MU M 09.8.b Students explore the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures | MU M 10.8.b Students explore the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures | MU M 11.8.b Students explore the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures | MU N 12.8.d Students compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures |
| | | | | MU M 09.8.c Students discover 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 | MU M 10.8.c Students discover 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 | MU M 11.8.c Students discover 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 | MU N 12.8.e Students 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 |

PreK- 12 Content Standard: 9
Understanding music in relation to history and culture

Grade Level Indicators

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|--|--|--|--|--|
| MU M 05.9.a Students identify by genre or style aural examples of music from various historical periods and cultures | | | MU N 08.9.a Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures | MU M 09.9.a Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures | MU M 10.9.a Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures | MU M 11.9.a Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures | MU N 12.9.a Students 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 |
| MU M 05.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world | MU M 06.9.a Students recognize by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary | MU M 07.9.a Students recognize by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary | MU N 08.9.b Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary | MU M 09.9.b Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary | MU M 10.9.b Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary | MU M 11.9.b Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary | MU N 12.9.b Students identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them |
| MU M 05.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use | MU M 06.9.b Students identify and describe and discuss roles of musicians in various music settings and cultures | | MU N 08.9.b Students compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed | | | | MU N 12.9.c Students identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements |

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| <p>MU M 05.9.d Students identify and describe roles of musicians in various music settings and cultures</p> | | | | | | | <p>MU N 12.9.d Students 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</p> |
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| MUSIC COURSES | | | | | | | |
|---|--|--|--|---|---|---|---|
| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| <p>Grade 5 General Music Grade 5 Strings * Grade 5 Band *</p> <p><i>*Band and Strings continue to be under review for possible program change. All PreK-5 standards and indicators are able to be met by general music classes.</i></p> | <p>General Music 6 Band 6 Chorus 6 Orchestra 6</p> | <p>General Music 7 Band 7 Chorus 7 Orchestra 7</p> | <p>Band 8 Chorus 8 Orchestra 8</p> | <p>Concert Band Marching Band Symphonic Band Wind Ensemble</p> <p>Voce Contemporary Ensemble Music Theory Music Connections</p> <p>Philharmonic Orchestra</p> | <p>Concert Band Marching Band Symphonic Band Wind Ensemble</p> <p>Voce Cantori Contemporary Ensemble Singers Music Theory AP Music Theory Music Connections</p> <p>Symphony Orchestra</p> | <p>Concert Band Marching Band Symphonic Band Wind Ensemble</p> <p>Voce Cantori Contemporary Ensemble Singers Music Theory AP Music Theory Music Connections</p> <p>Symphony Orchestra</p> | <p>Concert Band Marching Band Symphonic Band Wind Ensemble</p> <p>Voce Cantori Contemporary Ensemble Singers Music Theory AP Music Theory Music Connections</p> <p>Symphony Orchestra</p> |
| | | | | | | <p><i>IB courses are offered at MNHS only.</i> IB Band IB Chorus IB Orchestra IB Piano</p> | |

APPENDIX

- **PreK-12 Music Education Courses**
- **9-12 Proposed Course Changes: Rationale**
- **9-12 Course Descriptions for Redesigned Courses**

PreK-12 Music Education Courses

| Elementary Music Courses | | | |
|---|------------------------------|----------------|---|
| Music Education | | Pre K | |
| Music Education | | Grade 1 | |
| Music Education | | Grade 2 | |
| Music Education | | Grade 3 | |
| Music Education | | Grade 4 | |
| Music Education | | Grade 5 | |
| <i>Orchestra 4</i> | | <i>Grade 4</i> | Curriculum Planning Committee proposal returns to the Board of Education by January, 2012 |
| <i>Orchestra 5</i> | | <i>Grade 5</i> | |
| <i>Band 5</i> | | <i>Grade 5</i> | |
| Middle School Music Courses | | | |
| General Music 6 | | Grade 6 | |
| General Music 7 | | Grade 7 | |
| Chorus 6 | | Grade 6 | |
| Chorus 7 | | Grade 7 | |
| Chorus 8 | | Grade 8 | |
| Band 6 | | Grade 6 | |
| Band 7 | | Grade 7 | |
| Band 8 | | Grade 8 | |
| Orchestra 6 | | Grade 6 | |
| Orchestra 7 | | Grade 7 | |
| Orchestra 8 | | Grade 8 | |
| High School Current Course Names | Proposed Course Names | | |
| Marching Band/Concert Band | Marching Band | Grades 9-12 | 5 credits (10 at WHS) |
| Marching Band/Concert Band | Concert Band | Grades 9-12 | 5 credits (10 at WHS) |
| Marching Band/Symphonic Band | Symphonic Band | Grades 9-12 | 5 credits (10 at WHS) |
| Marching Band/Wind Ensemble | Wind Ensemble | Grades 9-12 | 5 credits (10 at WHS) |
| Orchestra | Philharmonic Orchestra | Grades 9 | 10 credits (20 at WHS) |
| Orchestra | Symphony Orchestra | Grades 10-12 | 10 credits (20 at WHS) |

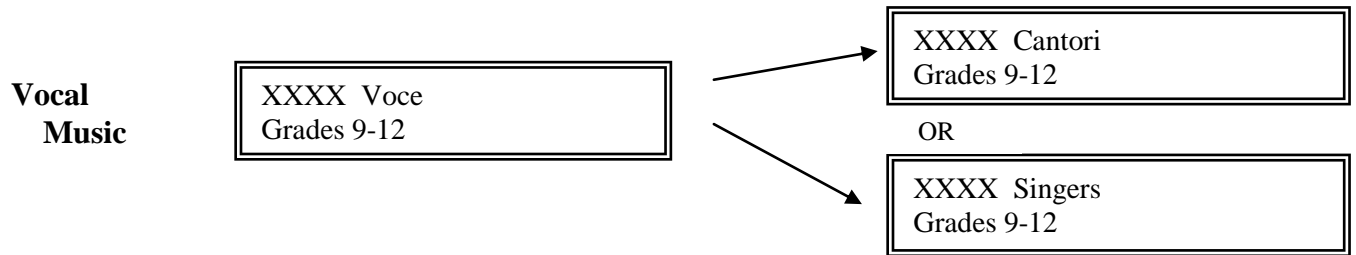
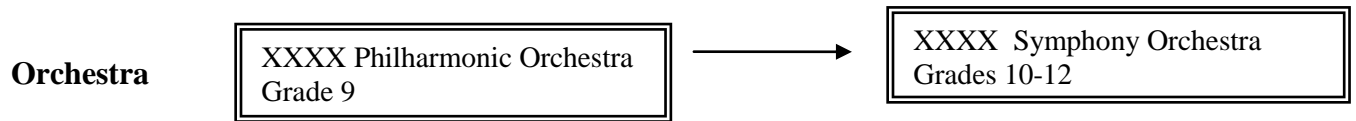
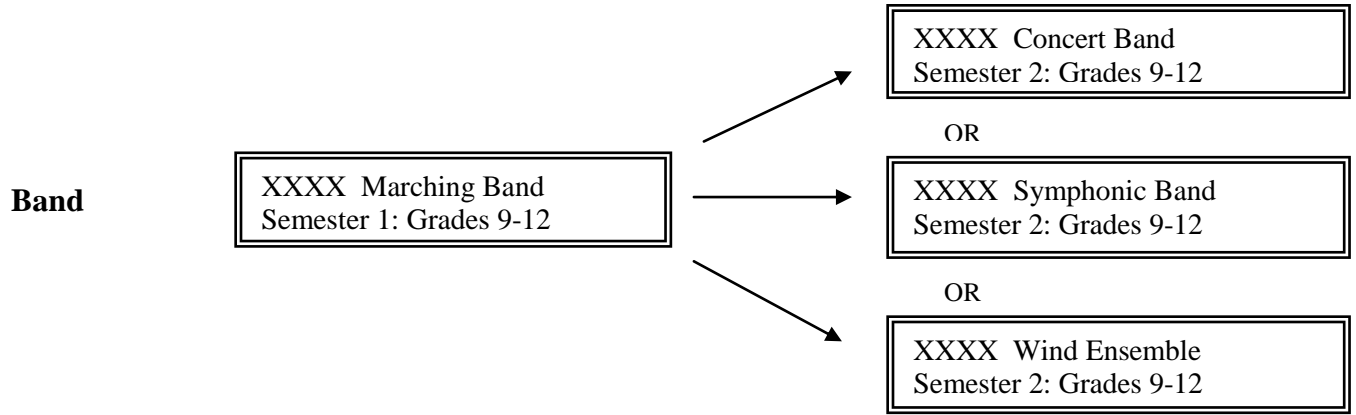
| | | | |
|--------------------------------|-----------------------|--------------|------------------------|
| Freshman Choir | Voce | Grades 9-12 | 10 credits (20 at WHS) |
| Junior Varsity Choir/Forensics | Cantori | Grades 10-12 | 10 credits (20 at WHS) |
| Varsity Choir/Forensics | Singers | Grades 10-12 | 10 credits (20 at WHS) |
| Chorus | Contemporary Ensemble | Grades 9-12 | 10 credits (NHS/SHS) |
| Music Theory | Music Theory | Grades 9-12 | 5 credits |
| AP Music Theory | AP Music Theory | Grades 10-12 | 5 credits |
| Music Consumer | Music Connections | Grades 9-12 | 5 credits |
| IB Band | | Grades 11-12 | 10 credits (NHS) |
| IB Chorus | | Grades 11-12 | 10 credits (NHS) |
| IB Orchestra | | Grades 11-12 | 10 credits (NHS) |
| IP Piano | | Grades 11-12 | 10 credits (NHS) |

9-12 Proposed Course Changes: Rationale

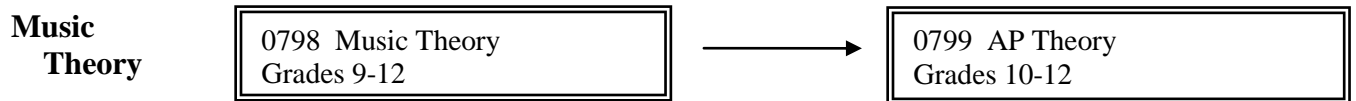
| Current Courses | Proposed Changes | Rationale |
|--------------------------------|------------------------|---|
| Marching Band/Concert Band | Marching Band | <ul style="list-style-type: none"> • Accurately reflects the course content |
| Marching Band/Concert Band | Concert Band | <ul style="list-style-type: none"> • Accurately reflects the course content |
| Marching Band/Symphonic Band | Symphonic Band | <ul style="list-style-type: none"> • Accurately reflects the course content |
| Marching Band/Wind Ensemble | Wind Ensemble | <ul style="list-style-type: none"> • Accurately reflects the course content |
| Orchestra: Section 1 | Philharmonic Orchestra | <ul style="list-style-type: none"> • Transitions students to high school level performance classes • Curriculum to be adapted for this class |
| Orchestra: Section 2 | Symphony Orchestra | <ul style="list-style-type: none"> • An audition group which will provide more rigorous repertoire • Provides increased performance opportunities • Curriculum to be adapted for this class |
| Freshman Choir | Voce | <ul style="list-style-type: none"> • Transitions students to high school level performance classes • Focus on skill level and fundamentals |
| Junior Varsity Choir/Forensics | Cantori | <ul style="list-style-type: none"> • An audition group which will provide more rigorous focus • Changes offering to students 9-12 • Focus on skill level and fundamentals regardless of grade level of students • Changes negative connotation of junior varsity |
| Varsity Choir/Forensics | Singers | <ul style="list-style-type: none"> • An audition group which will provide more rigorous focus • Changes offering to students 9-12 • Focus on skill level and fundamentals regardless of grade level of students |
| Chorus | Contemporary Ensemble | <ul style="list-style-type: none"> • Changes focus to explore contemporary music genres • Develop vocal music instrument knowledge • Non-performance class |
| Music Consumer | Music Connections | <ul style="list-style-type: none"> • Students will learn about connections to music • Students will have the opportunity to explore careers in music, history and culture, styles and genres, connections with other disciplines, and evaluate and analyze music • Provides a non-performance class that is structured around National Music Standards 8 and 9 |

MUSIC

Performance Courses



Non-Performance Courses



All music courses satisfy the Fine and Performing Arts Graduation Requirement.

9-12 Course Descriptions for Redesigned Courses

XXXX MARCHING BAND

9-12 5 Credits (10 at WHS)

Description: This course is for all ninth, tenth, eleventh, and twelfth grade students who play a band instrument and have an interest in band music literature. All students registered for Marching Band are required to participate in either Concert Band, Symphonic Band, or Wind Ensemble during second semester based on auditions.

Prerequisite: Successful completion of the previous year Band course or qualifying audition with the band director.

XXXX CONCERT BAND

9-12 5 Credits (10 at WHS)

Description: This course is for all ninth, tenth, eleventh, and twelfth grade students who play a band instrument and have an interest in progressing band music literature. All students registered for Concert Band are required to participate in Marching Band and Pep Band.

Prerequisite: Successful completion of the previous year Band course or qualifying audition with the band director.

XXXX SYMPHONIC BAND

9-12 5 Credits (10 at WHS)

Description: This course is for all ninth, tenth, eleventh, and twelfth grade students who play a band instrument and have an interest in advancing band music literature. All students registered for Symphonic Band are required to participate in Marching Band and Pep Band.

Prerequisite: Successful completion of the previous year Band course or qualifying audition with the band director.

XXXX WIND ENSEMBLE

9-12 5 Credits (10 at WHS)

Description: This course is for all ninth, tenth, eleventh, and twelfth grade students who play a band instrument and have an interest in advanced music literature. All students registered for Wind Ensemble are required to participate in Marching Band and Pep Band.

Prerequisite: Successful completion of the previous year Band course or qualifying audition with the band director.

XXXX PHILHARMONIC ORCHESTRA

9 10 Credits (20 at WHS)

Description: Philharmonic orchestra is a ninth grade ensemble which emphasizes fundamental skills that prepare students for Symphony Orchestra. Students will have opportunities for large ensemble, chamber music and solo performances as part of a rigorous curriculum that develops artistry. Freshmen are encouraged to audition for special ensembles within the department. Instruction is differentiated to involve and challenge all students. Orchestra students will be asked to provide performance appropriate clothing and their instrument (some school instruments available for rental). This course will include concerts outside of the school day.

Prerequisite: Successful completion of eighth grade orchestra or recommendation of instructor.

XXXX SYMPHONY ORCHESTRA**10-12** 10 Credits (20 at WHS)

Description: This orchestra continues the momentum built in Philharmonic Orchestra with great classical, pop and jazz repertoire. A three year rotated cycle of study provides advanced skill development and keeps the orchestra fresh each year. Following Marching Band season, the string orchestra will be joined by wind, brass and percussion players selected from the bands to form the full Orchestra. Students will have opportunities for chamber music, conducting, solo performances, and participation in honor groups, contests, studio orchestra (jazz and pop) and chamber orchestra (by audition). Students will play for the director the previous year to determine proper placement in this group. This course will include concerts outside of the school day.

Prerequisite: Successful completion of Philharmonic Orchestra or recommendation of instructor.

XXXX VOCE**9-12** 10 Credits (20 at WHS)

Description: This course is designed for any student who wants to sing. No experience necessary. Emphasis will be placed on developing basic vocal techniques and rehearsing skills, music literacy, and appropriate performance practice. Musical repertoire will range from Pop and Broadway to choral master works including sacred and secular texts. Emphasis will focus on developing vocal skills, choral rehearsal techniques, music literacy and performing technique. This course will include concerts outside of the school day.

Prerequisite: None. Audition is NOT required for this class.

XXXX CANTORI**9-12** 10 Credits (20 at WHS)

Description: This is a course for students wanting to experience singing and performing in a large choral ensemble. Musical repertoire will range from Pop and Broadway to choral master works including sacred and secular texts. Emphasis will focus on developing vocal skills, choral rehearsal techniques, music literacy and performing technique. This course will include concerts outside of the school day.

Prerequisite: Successful audition required for membership in class. Ensemble placement is based upon score of audition rubric.

XXXX SINGERS**9-12** 10 Credits (20 at WHS)

Description: This is a select mixed chorus designed for students who want to experience singing in a large ensemble. Emphasis will focus on advanced vocal technique and choral rehearsal skills, music literacy, sacred and secular texts. This is a yearlong class and will include concerts outside of the school day.

Prerequisite: Successful audition required for membership in class. Ensemble placement is based upon score of audition rubric.

XXXX CONTEMPORARY ENSEMBLE**9-12** 5 Credits

Description: Contemporary Music Ensemble is a course for students to explore music with more modern ensemble settings. The focus of this class will be to advance any skills the students already possess and focus on improvisation and composition. Students will improvise and compose music with the aid of electronic devices. Students will work in groups and alone to write, arrange and share their work.

Prerequisite: None. This is a non-performance course.

XXXX MUSIC CONNECTIONS

9-12 5 Credits (10 at WHS)

Description: In this course, students will learn about *Music Connections* by completing projects based on students' interest. Students will have the chance to explore careers in music, history and culture, styles and genres, connections with other disciplines, and evaluate and analyze music. Project based learning will occur varying from creating your own music video to discovering other musical opportunities.

Prerequisite: None. This is a non-performance course.

