

PreK-12 Music Education Framework

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

Spring, 2011

Addendum added June 2018



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

Notice of Non-Discrimination

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

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. 	<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 <hr style="border-top: 1px solid black;"/> <p style="text-align: center;">LIFE SKILLS AND PERFORMANCES</p> <hr style="border-top: 1px solid black;"/> <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 style="text-align: right;">Millard Public Schools Omaha, Nebraska</p>

- Understands human differences.

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 Poloncic, 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

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Pre-K- 12 Content Standard: 3 Improvising melodies, variations, and accompaniments							
MU M 05.3.a	MU M 06.3.a	MU M 07.3.a	MU N 08.3.a	MU M 09.3.a	MU M 10.3.a	MU M 11.3.a	MU N 12.3.a
Students improvise "answers" in the same style to given rhythmic and melodic phrases	Students improvise "answers" in the same style to given rhythmic and melodic phrases	Students improvise "answers" in the same style to given rhythmic and melodic phrases	Students improvise simple harmonic accompaniments	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							
---	--	--	--	--	--	--	--

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

				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

<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>
--	--	--	--	--	--	--	---

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)

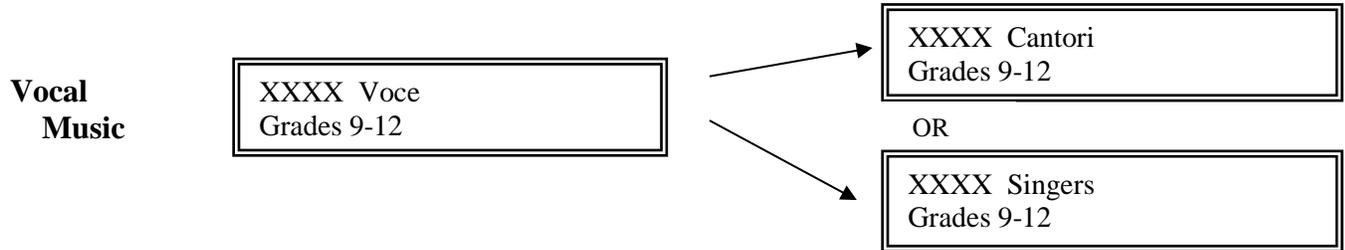
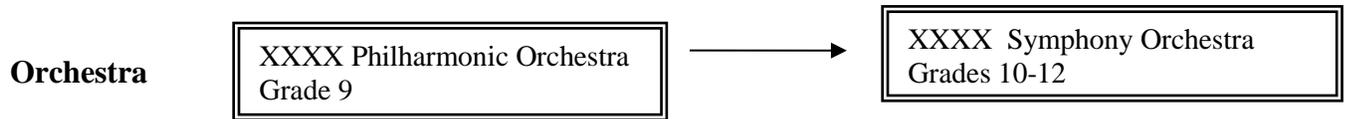
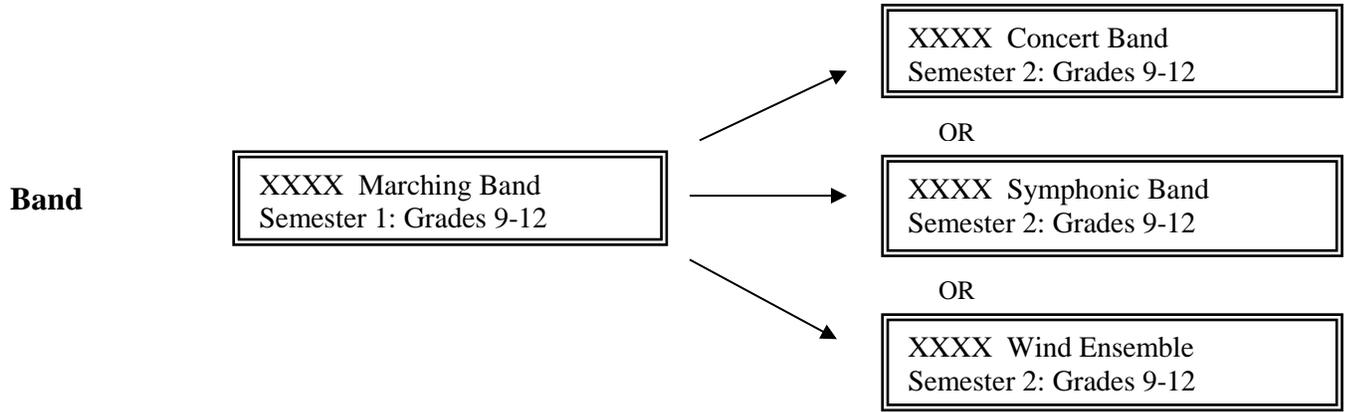
Freshman Choir	Voce	Grades 9-12	10 credits (20 at WHS)
Junior Varsity Choir/Forensics	Cantori	Grades 10-12	10 credits (20 at WHS)
Varsity Choir/Forensics	Singers	Grades 10-12	10 credits (20 at WHS)
Chorus	Contemporary Ensemble	Grades 9-12	10 credits (NHS/SHS)
Music Theory	Music Theory	Grades 9-12	5 credits
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

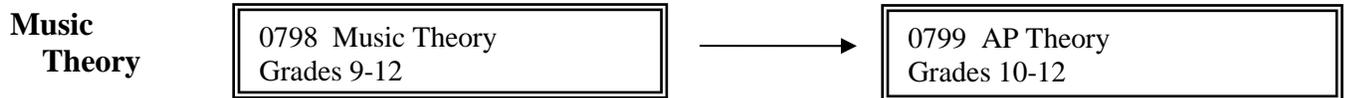
Current Courses	Proposed Changes	Rationale
Marching Band/Concert Band	Marching Band	<ul style="list-style-type: none"> Accurately reflects the course content
Marching Band/Concert Band	Concert Band	<ul style="list-style-type: none"> Accurately reflects the course content
Marching Band/Symphonic Band	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.

Revisions to Approved Frameworks to Support the Middle Level Schedule Change for 2018-2019 and Beyond

This an addendum to each of the related frameworks.

Previous	Revised
Art	
Art 6, 7; required	elective
Business and Information Technology	
Computer Applications 6, 7; required Computational Thinking	Elective Computational Thinking and Coding
Family and Consumer Science	
Childcare, Foods & Nutrition, 6 or 7; required	elective
Integrated Learning Lab 6 or 7; required	elective
Industrial Technology	
Industrial Technology 6, 7; required	elective
Music	
General Music 6, 7; required	elective
Language Arts	
Reading 6, 7, 8; required	Young Adult Literature 6, 7, 8; elective
New	Creative Writing 6, 7, 8; elective
Social Studies	
New	Law and Public Service 6, 7, 8; elective
World Language	
Spanish 6	Spanish A; elective
Spanish 7	Spanish B; elective
Language 8	Spanish C; elective
Spanish I	Spanish II-A; elective
	Spanish II-B; elective

New or revised course descriptions

2652/2752/2852 Young Adult Literature (6, 7, 8)

1 Year

This course is designed with the avid reader in mind! Students will read and familiarize themselves with a wide variety of genres from full novels to short stories, articles, poems, blogs, etc. Each hexter will focus on a new and engaging theme. Similar to a book club, students will share responsibility for facilitating discussion of whole class texts and within smaller literature circles. Emphasis will be placed on independent, active reading and responding to both fiction and nonfiction text.

2656/2756/2856 Creative Writing (6, 7, 8)

1 Hexter

This course is an introduction to creative writing for middle school students who enjoy writing and who want to improve their writing techniques. Students will read mentor texts and write daily. Within different units, writers will experiment with a variety of genre and will share their writing in small groups and potentially with the class.

4602/4702/4802 Law and Public Service (6, 7, 8)

1 Hexter

Students will learn about law and public service. This six week course explores the importance of Civic Responsibility, Legal Services, Law Enforcement Services, Correction Services, Security and Protective Services and Emergency and Fire Management Services within our government.

1618 Spanish A**1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish A is the first year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1718 Spanish B**1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish B is the second year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1818 Spanish C**1 Year**

Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish C is the third year of a three year course sequence. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1620 Spanish I-A (KMS/NMS for Aldrich students only)**1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). This course begins in sixth grade, meets on alternate days, and will continue with Spanish II-A in seventh grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.

1722 Spanish II-A**1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days, and will continue with Spanish II-B in eighth grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.

1826 Spanish II-B**1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.