

KANE AREA SCHOOL DISTRICT



K-12 Music Curriculum 2025

Developed and prepared by
Tara Blake, Music teacher, Henry Sobieski, Orchestra teacher, and Joseph Thornburg, Band teacher.

TABLE OF CONTENTS

Planned Courses	Page Number
Introduction to General Music K-2.....	3
Introduction to General Music 3-5.....	5
Chorus 6-8.....	8
Band 6	11
Band 7 & 8	17
Orchestra 6-8.....	23
High School Choir.....	26
High School Band	29
High School Orchestra	38
High School Music Appreciation.....	39

Introduction to General Music K-2

Statement of Organization:

This course is designed to provide the foundation for a sequential music program. It is comprised of singing, playing instruments, listening to music, and moving to music.

Expected Levels of Achievement:

Students are expected to reach a satisfactory level of achievement as determined by the music specialist.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Demonstration
- Observation
- Performance
- Project
- Teacher made test
- Self-evaluation
- Checklist

Estimated Instructional Time:

Classes are expected to meet for a minimum of thirty minutes per class. Each grade level meets a minimum of twenty-eight times each year.

Technology Integration:

In addition to print resources, students will use technology during certain assessments, to compose music, to listen to music, to evaluate music and to describe music. Various apps and online resources will be incorporated into various lessons.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standard	Pacing
The skills, techniques, elements and principles of the arts can be learned, studied and refined and practiced.	Music is comprised of patterns of notes that can be arranged in various forms.	Move to and perform melodies in various forms.	Notes Rests	9.1.3A, 9.1.3B, 9.1.3C, 9.1.3F, 9.1.3H	Weekly
	Music is comprised of sound and silence.	Distinguish between sound and silence in simple melodies and rhythms.		9.1.3.A 9.1.3.C	Weekly
Artists use tools and resources as well as their own experiences and skills to create art.	People can use voices, instruments and found objects to make and improvise music.	Perform and improvise melodies and rhythms using voices, instruments and found objects.		9.1.3D, 9.1.3E 9.1.3H, 9.1.3J	Weekly
The arts provide a medium to understand and exchange ideas.	Music notation can be used to share rhythms and melodies.	Notate simple rhythms and melodies.	Whole Half Quarter Eighth	9.1.3B, 9.1.3K	4 weeks
	Pictures can represent sound and silence.	Read iconic notation representing sound and silence.		9.1.3.B 9.1.3.C 9.1.3.E	4 weeks
People have expressed experiences and ideas through the arts throughout time and across cultures.	The American culture has musical traditions.	Identify musical traditions in American culture.	Fiddle Folk instruments jazz	9.1.3I, 9.2.3D, 9.2.3G, 9.2.3K	3 weeks
	Music is used as a means to celebrate events in people's lives.	Identify, perform and move to music that celebrates events.		9.1.3.I 9.2.3.A 9.2.3.K	
There are formal and informal processes used to assess the quality of works in the arts.	There is a language of criticism that people use to determine the quality of musical works.	Use a basic vocabulary of artistic criticism to discuss the quality of musical works.		9.3.3A, 9.3.3B, 9.3.3D, 9.3.3F	weekly
	People make judgments about the quality of musical works.	Recognize that people make judgments about the quality of musical works.		9.3.3A	weekly
People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	People have different opinions about musical works and talk about their opinions using music vocabulary.	People have different opinions about musical works and talk about their opinions using music vocabulary.		9.3.3G, 9.4.3B	weekly
	People have opinions about musical works.	Make statements about their preferences for different types of music.		9.4.3.B	weekly

Introduction to General Music 3-5

Statement of Organization:

This course is designed for those students who have obtained a satisfactory level of achievement in the Introduction to General Music (K-2) course. The purpose of this course is to maintain and extend prior music skills which will enable students to develop a lifelong appreciation for music.

Expected Levels of Achievement:

Students are expected to reach a satisfactory level of achievement as determined by the music specialist.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Demonstration
- Observation
- Performance
- Project
- Teacher made test
- Self-evaluation
- Checklist

Estimated Instructional Time:

Classes are expected to meet for a minimum of thirty minutes per class. Each grade level meets a minimum of twenty-eight times each year.

Technology Integration:

In addition to print resources, students will use technology during certain assessments, to compose music, to listen to music, to evaluate music and to describe music. Various apps and on-line resources will be incorporated into various lessons.

Big Idea/Reporting Category	Concepts/Standards	Competencies	Vocabulary	Standard	Pacing
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	Musicians use the process of creating/recreating, rehearsing, reflecting, revising to improve their skills,	Perform and create music, focusing on the process of creating/recreating, rehearsing, reflecting and revising.	Tuning Melody Notation	9.1.3A, 9.1.3B, 9.1.3G	6 weeks
	A personalized rehearsal schedule can help a musician improve his or her skills.	Create a personalized rehearsal schedule and predict how each element of the schedule will affect their skill.		9.1.5A, 9.1.5B, 9.1.5C, 9.1.5G	6 weeks
Artists use tools and resources as well as their own experiences and skills to create art.	Many different groups of voices and/or instruments can create music.	Identify different types of performing groups by sight and sound.	Orchestra Wind ensemble Choir Mood	9.1.3C, 9.1.3F,	Weekly
	People can create music that reflects personal experiences.	Create a musical work that tells a story about personal experiences.		9.1.5B, 9.1.5C, 9.1.5E	2 weeks
The arts provide a medium to understand and exchange ideas.	Music notation is a written language that allows people to share ideas.	Read and notate more complex rhythms and melodies.		9.1.3B, 9.1.3K	2 weeks
	There are styles of music that are specifically written to communicate themes and ideas.	Describe themes and ideas through listening and performance of a variety of musical styles, e.g. programme music, theatrical music.		9.1.5E, 9.1.5F, 9.4.5A	2 weeks
People have expressed experiences and ideas through the arts throughout time and across cultures.	Different cultures have different musical traditions.	Compare and contrast the characteristics of musical traditions from different cultures.	Appalacia Dulcimer Shaker	9.2.3C, 9.2.3E, 9.2.3F, 9.2.3G, 9.2.3K	3 weeks
	Music plays an important role in culture.	Analyze the role of music in their own culture, including musical works created by Pennsylvania artists.		9.1.5I, 9.2.5D, 9.2.5H, 9.2.5J	2 weeks
There are formal and informal processes used to assess the quality of works in the arts.	There are specific models of criticism that people use to determine the quality of musical works.	Identify characteristics of different types of artistic criticism: contextual, formal, and intuitive.		9.3.3A, 9.3.3B, 9.3.3E	6 weeks
	People must be able to articulate their thoughts and defend their position in order to engage in critical analysis.	Critique their own performances using the different types of artistic criticism.		9.3.5B, 9.3.5E, 9.3.5G	6 weeks

Big Idea/Reporting Category	Concepts/Standards	Competencies	Vocabulary	Standard	Pacing
People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	A composer's use of themes and/or ideas can affect the way an audience perceives his or her work.	Experience music written to communicate different themes and ideas and explain how these themes and ideas affect an audience's perception of the works.		9.4.5C, 9.4.5D	6 weeks
	The setting of a musical work can affect an audience's response to that work.	Experience music in different settings and explain how the setting of a musical performance affects an audience's response to the work.		9.3.5D, 9.3.5C	Weekly

Chorus 6 - 8

Statement of Organization:

This course is designed for students to develop vocal and choral skills through the performance of various musical genres.

Expected Levels of Achievement:

Students are expected to participate in two concerts per year.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Demonstration
- Drill and practice
- Observation
- Performances
- Self-evaluation

Estimated Instructional Time:

Middle School chorus will meet for a minimum of two 35 Reporting Category minute class periods per six day cycle.

Big Idea/Reporting Category	Concepts/Standards	Competencies	Vocabulary	Standard	Pacing
The skills, techniques, elements and principles of music can be learned, studied, practiced, and demonstrated.	There are a variety of effective vocal and physical warm-ups that will improve tone quality, breathing, posture, focus and vocal health.	Demonstrate a variety of different warm-ups and vocalizes for different purposes.	Tone Support Diction	9.1.8A., 9.1.8B, 9.1.8C, 9.1.8G	Weekly
	Specific techniques are used to produce proper tone quality and improve it.	Demonstrate and describe proper singing tone quality.	Resonance	9.1.8A., 9.1.8B, 9.1.8C, 9.1.8G	Weekly
	Proper singing posture improves vocal tone quality and volume. Specific techniques are employed for proper singing posture.	Demonstrate and describe proper singing posture. Identify proper and improper singing posture in self and others.	Diaphragm	9.1.8A., 9.1.8B, 9.1.8C, 9.1.8G	Weekly
	Printed musical notation transfers in specific ways into musical sound. Different musical terms and symbols have specific meanings and interpretations. Pitches, rhythms, dynamics, and phrasing are indicated in vocal scores.	Follow a choral score while singing. Observe and demonstrate various music symbols and terms in the printed score.	Stanza Repeat sign Ending Coda	9.1.8A., 9.1.8B, 9.1.8C,	Weekly
	Good musical expression and interpretation are necessary to achieve artistic sensitivity in performance.	Demonstrate and identify good musical interpretation in performance.		9.1.8A., 9.1.8B, 9.1.8E, 9.1.8F	Weekly
	Voices are classified according to their vocal range. Voices are described and categorized by their various tone quality characteristics.	Identify the classifications of voices according to range. Describe the tone quality of various types of voices.	Soprano Tenor Alto Bass	9.1.8C, 9.3.8A	Weekly
People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	Good musical expression and interpretation are necessary to achieve artistic sensitivity in a performance.	Use various elements of music to effectively express artistic sensitivity in one's performance. Describe how elements of music are used to express artistic sensitivity in a performance.	Dynamics Tempo Pitch Rhythm	9.1.8I, 9.1.8J, 9.1.8K, 9.4.8A, 9.4.8B, 9.4.8C, 9.4.8D	Weekly

Big Idea/Reporting Category	Concepts/Standards	Competencies	Vocabulary	Standard	Pacing
	Various styles of music of different genres or time periods have specific musical characteristics. Certain characteristics of a song help engage different types of listeners.	Identify different types of songs according to their style, genre, time period, or culture according to their musical characteristics. Compare and contrast elements of various song styles and time periods and certain characteristics that make them aesthetically appealing to the listener.	Art Songs Folk Popular Mass Sacred Secular	9.2.8A 9.2.8B 9.2.8C 9.2.8D 9.2.8E 9.2.8F 9.2.8G 9.3.8A 9.3.8B 9.3.8C 9.3.8D 9.3.8E 9.3.8F 9.3.8G	Weekly
Music is a medium used to express experiences and ideas through time and across cultures.	There is educational value in performing songs in different languages.	Perform songs in a variety of different world languages. Define the meaning to certain lyrics in other languages. Identify specific rules for pronunciation in various world languages.		9.2.8A 9.2.8D 9.2.8G	Weekly

Band 6

Statement of Organization:

This one-year course is designed for any middle school student who desires to develop the ability to play a wind, brass, or percussion instrument. The course involves applying the basic fundamentals of music reading to the particular technique of the instrument being studied. This course may be repeated and is considered a preparatory course for progression into 7th and 8th grade band. This is an elective course.

Expected Levels of Achievement:

Students are expected to

- A. Demonstrate proper instrument technique.
- B. Demonstrate the ability to sight read and perform music.
- C. Demonstrate the ability to understand and interpret different dynamics, rhythms, forms, and other elements of music.
- D. Perform music from various cultures and time periods.
- E. Perform music on a grade level scale from .5-1.0 (out of 6)
- F. Demonstrate the ability to perform using the proper blend, balance, phrasing, and technique.
- G. Demonstrate critical and analytical listening skills.

Methods of Evaluation:

Student's competence will be evaluated through the use of one or more of the following methods:

Demonstration
Drill and practice
Observation
Performances
Presentations
Written tests and quizzes
Playing assessments

Estimated Instructional Time:

Students will meet every other day for approximately 40 minutes.

Sequence

Instrument Performance Skills
Music Literacy
Aesthetics

Technology Integration:

In addition to print resources, students will use technology to enhance their instrumental music education. The resources will help students in the following areas: Technique improvement, solo literature, listening skills. Some of the resources are: Odogy.com (solo literature), Name that Note.com (music literacy), Mr. Selfridge on YouTube (Literacy, solo literature, technique).

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Instrument Performance Skills	Care and maintenance of their instrument(s).	Demonstrate how to properly assemble an instrument.	Flute: head joint, body, keys Clarinet: barrel, body, bell Trumpet: mouthpiece, bell, valves Trombone: slide, bell, crook Saxophone: Body, Neck, Neck strap, Mouthpiece Percussion: Stick, Fulcrum, Bounce, Stroke	9.1.8.	daily
		Demonstrate the use of supplies necessary for proper maintenance (cork grease, oil, etc...)		9.1.8.H	daily
		Demonstrate proper cleaning of instrument		9.1.8.H	daily
		Demonstrate regular maintenance items specific to their instrument		9.1.8.H	daily
Instrument Performance Skills	Characteristic tone quality	Demonstrate proper breathing/sticking techniques	Airstream, Embouchure, Sizzle, Tone Quality	9.1.8.A 9.1.8.B	daily
		Demonstrate characteristic tone quality on instrument through demonstration or recording		9.1.8.A 9.1.8.B	daily
		Demonstrate proper embouchure formation		9.1.8.A 9.1.8.B	daily
		Demonstrate exercises that improve tone quality		9.1.8.A 9.1.8.B	daily
		Demonstrate knowledge of recordings of characteristic tone on their instrument		9.1.8.A 9.1.8.B	daily
Instrument Performance Skills	Proper Playing position	Demonstrate proper playing position for their instrument	Hand, curvature, Pivot Point,	9.1.8.A 9.1.8.B	daily
		Demonstrate proper hand position for their instrument consistently		9.1.8.A 9.1.8.B	daily
		Demonstrate proper instrument carriage		9.1.8.A 9.1.8.B	daily
Instrument Performance Skills	Proper Articulations	Demonstrate Legato, staccato, and marcato articulations while performing	Tonging, Attack, Release, Length	9.1.8.A 9.1.8.B	daily

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Demonstrate that sound is being initiated correctly with tongue		9.1.8.A 9.1.8.B	daily
		Demonstrate vocal syllables that relate to articulations (dah, tah, etc...)		9.1.8.A 9.1.8.B	daily
Instrument Performance Skills	Fingerings	Demonstrate memorization of notes for approximately one and a half octaves.		9.1.8.A 9.1.8.B	daily
		Demonstrate use of a fingering chart		9.1.8.A 9.1.8.B	daily
Instrument Performance Skills	Tuning procedures	Demonstrate the difference between in tune and out of tune	Flat, sharp, In Tune	9.1.8.A 9.1.8.B 9.1.8.H	1 day
		Demonstrate the use of electronic tuner for tuning their instrument		9.1.8.A 9.1.8.B 9.1.8.H	1 day
		Demonstrate the ability to tune their instrument without prompting.		9.1.8.A 9.1.8.B 9.1.8.H	1 day
Instrument Performance Skills	Pulse control	Demonstrate the ability to keep a steady beat on exercises with an audible metronome.	Whole Note, Half Note, Rest, Quarter Note, Eighth Note, Pulse, Counting, Measure, Time Signature, Tempo, Moderato, Allegro, Adagio	9.1.8.A 9.1.8.B	3 days
		Demonstrate the ability to keep a steady beat on exercises without an audible metronome.		9.1.8.A 9.1.8.B	3 days
Music Literacy	Reading Music/Notation	Demonstrate the ability to name the notes on a staff on selected passages	Staff, Note head, Clef, Musical alphabet	9.1.8.A 9.1.8.B 9.1.8.C	18 days
		Demonstrate the ability to name the notes on a worksheet or test		9.1.8.A 9.1.8.B 9.1.8.C	18 days

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Demonstrate the ability to name notes on sight within playing range		9.1.8.A 9.1.8.B 9.1.8.C	18 days
Music Literacy	Reading Music/rhythms	Demonstrate the ability to sight-read musical examples which incorporate whole, half, quarter, eighth, and dotted notes and rests in 2/4, and 4/4 measures	Whole Note, Half Note, Rest, Quarter Note, Eighth Note, Pulse, Counting, Measure, Time Signature, Tempo, Moderato, Allegro, Adagio	9.1.8.A 9.1.8.B 9.1.8.C	18 days
		Demonstrate the ability to notate rhythmic combinations		9.1.8.A 9.1.8.B 9.1.8.C	18 days
		Demonstrate the ability to break down rhythms to their subdivision and notate within the measure		9.1.8.A 9.1.8.B 9.1.8.C	18 days
Music Literacy	Standard Notation/Symbols and Terms	Define Pitch, Rhythm, Dynamics, Tempo, Articulation, Expression	Whole Note, Half Note, Rest, Quarter Note, Eighth Note, Pulse, Counting, Measure, Time Signature, Tempo, Moderato, Allegro, Adagio	9.1.8.A 9.1.8.B 9.1.8.C	18 days
		Have students expand their vocabulary list of symbols and terms within their music		9.1.8.A 9.1.8.B 9.1.8.C	18 days
Music Literacy	Musical Repertoire	Demonstrate the ability to play specific parts with accurate notes and rhythms to a level of 1-1.5 (out of 6).		9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E	18 days
		Demonstrate the ability to play their part with appropriate expression in literature of a level of 1-1.5 (out of 6).		9.1.8.A 9.1.8.B 9.1.8.C	18 days
Music Literacy	Stylistic Markings	Define articulation markings such as slurs, legato, etc...	Slur, Tie, Stacatto, Marcato, Legato	9.1.8.A 9.1.8.B 9.1.8.C	18 days
		Demonstrate the ability to perform articulation markings such as slurs, legato, etc...		9.1.8.A 9.1.8.B 9.1.8.C	18 days

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Music Literacy	Scales/Exercises	Demonstrate the ability to play scales in the key of B-Flat, and E-Flat scales.		9.1.8.A 9.1.8.B 9.1.8.C	18 days
		Define key signatures specific to their instrument and how it relates to the scale.		9.1.8.A 9.1.8.B 9.1.8.C	18 days
Aesthetics	Performances	Have students play a solo or participate in a chamber ensemble		9.1.8.E	18 days
		Have students participate in a variety of chamber performance venues and settings within the school.		9.1.8.E	18 days
		Have students perform for each other at least once a year.		9.1.8.E	18 days
		Have students perform large ensemble concerts at least once a semester		9.1.8.E	18 days
Aesthetics	Analyzing Music	Upon listening to a particular work, have students list the instruments heard and in what combinations are they used	Style, Forte, Piano, Mezzo Forte	9.1.8.C 9.1.8.D 9.3.8.A	18 days
		Have students indicate how instrumentation affects both texture and style.		9.1.8.C 9.1.8.D 9.3.8.A	18 days
Aesthetics	Critique a performance	While listening to a recording of their own performance, have students differentiate between correct and incorrect notes and rhythms.	Style, Forte, Piano, Mezzo Forte	9.3.8.A 9.3.8.B	18 days
		Have students list the characteristics of a musical performance.		9.3.8.A 9.3.8.B	18 days
		Have students indicate how the performance of the ensemble could be improved.		9.3.8.A 9.3.8.B	18 days
Aesthetics	Music of different cultures	Have students perform music from a variety of composers from different time periods.		9.2.8.F 9.2.8.G	18 days

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Have students perform a nontraditional piece of music.		9.1.8.E 9.2.8.F 9.2.8.G	18 days
		Have students give introductory remarks before the playing of each selection at a public concert including information on the following: a. Composer b. Historical period c. Cultural context		9.2.8.A 9.2.8.B 9.2.9.C 9.2.8.E	18 days
Aesthetics	Performance expectations	Demonstrate proper concert etiquette		9.1.8.E 9.1.8.G	18 days
		Demonstrate understanding of music use in community service.		9.1.8.E 9.1.8.G	18 days
		Demonstrate understanding of expectations outlined by instructor.		9.1.8.E 9.1.8.G	18 days

Band 7 & 8

Statement of Organization:

This one-year course is designed for any middle school student who desires to develop the ability to play a wind, brass, or percussion instrument. The course involves applying the basic fundamentals of music reading to the particular technique of the instrument being studied. This course may be repeated and is considered a preparatory course for progression into high school band. This is an elective course.

Expected Levels of Achievement:

Students are expected to

- A. Demonstrate proper instrument technique.
- B. Demonstrate the ability to sight read and perform music.
- C. Demonstrate the ability to understand and interpret different dynamics, rhythms, forms, and other elements of music.
- D. Perform music from various cultures and time periods.
- E. Perform music on a grade level scale from 1.5-2.0 (out of 6)
- F. Demonstrate the ability to perform using the proper blend, balance, phrasing, and technique.
- G. Demonstrate critical and analytical listening skills.

Methods of Evaluation:

Student's competence will be evaluated through the use of one or more of the following methods:

Demonstration
Drill and practice
Observation
Performances
Presentations
Written tests and quizzes
Playing assessments

Estimated Instructional Time:

Students will meet every other day for approximately 40 minutes.

Sequence

Instrument Performance Skills
Music Literacy
Aesthetics

Technology Integration:

In addition to print resources, students will use technology to enhance their instrumental music education. The resources will help students in the following areas: Technique improvement, solo literature, listening skills. Some of the resources are: Odogy.com (solo literature), Name that Note.com (music literacy), Mr. Selfridge on YouTube (Literacy, solo literature, technique).

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Instrument Performance Skills	Care and maintenance of their instrument(s).	Demonstrate how to properly assemble an instrument.	Flute: head joint, body, keys Clarinet: barrel, body, bell Trumpet: mouthpiece, bell, valves Trombone: slide, bell, crook Saxophone: Body, Neck, Neck strap, Mouthpiece Percussion: Stick, Fulcrum, Bounce, Stroke, roll, paradiddle	9.1.8.	daily
		Demonstrate the use of supplies necessary for proper maintenance (cork grease, oil, etc...)		9.1.8.H	daily
		Demonstrate proper cleaning of instrument		9.1.8.H	daily
		Demonstrate regular maintenance items specific to their instrument		9.1.8.H	daily
Instrument Performance Skills	Characteristic tone quality	Demonstrate proper breathing/sticking techniques	Airstream, Embouchure, Sizzle, Tone Quality,	9.1.8.A 9.1.8.B	daily
		Demonstrate characteristic tone quality on instrument through demonstration or recording		9.1.8.A 9.1.8.B	daily
		Demonstrate proper embouchure formation		9.1.8.A 9.1.8.B	daily
		Demonstrate exercises that improve tone quality		9.1.8.A 9.1.8.B	daily
		Demonstrate knowledge of recordings of characteristic tone on their instrument		9.1.8.A 9.1.8.B	daily
Instrument Performance Skills	Proper Playing position	Demonstrate proper playing position for their instrument	Hand, curvature, Pivot Point, Finger Arc	9.1.8.A 9.1.8.B	daily
		Demonstrate proper hand position for their instrument consistently		9.1.8.A 9.1.8.B	daily
		Demonstrate proper instrument carriage		9.1.8.A 9.1.8.B	daily

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Instrument Performance Skills	Proper Articulations	Demonstrate Legato, staccato, and marcato articulations while performing	Tonging, Attack, Release, Length, Legato, Tenuto	9.1.8.A 9.1.8.B	daily
		Demonstrate that sound is being initiated correctly with tongue		9.1.8.A 9.1.8.B	daily
		Demonstrate vocal syllables that relate to articulations (dah, tah, etc...)		9.1.8.A 9.1.8.B	daily
Instrument Performance Skills	Fingerings	Demonstrate memorization of notes for approximately two octaves.		9.1.8.A 9.1.8.B	daily
		Demonstrate use of a fingering chart		9.1.8.A 9.1.8.B	daily
Instrument Performance Skills	Tuning procedures	Demonstrate the difference between in tune and out of tune	Flat, sharp, In Tune, How to adjust instrument	9.1.8.A 9.1.8.B 9.1.8.H	10 days
		Demonstrate the use of electronic tuner for tuning their instrument		9.1.8.A 9.1.8.B 9.1.8.H	10 days
		Demonstrate the ability to tune their instrument without prompting.		9.1.8.A 9.1.8.B 9.1.8.H	10 days
Instrument Performance Skills	Pulse control	Demonstrate awareness of notes that are inherently out of tune.	Whole Note, Half Note, Rest, Quarter Note, Eighth Note, sixteenth notes, Pulse, Counting, Measure, Time Signature, Tempo, Moderato, Allegro, Adagio, Andante, Presto,	9.1.8.A 9.1.8.B	3 days
		Demonstrate the ability to keep a steady beat on exercises without an audible metronome.		9.1.8.A 9.1.8.B	3 days
Music Literacy	Reading Music/Notation	Demonstrate the ability to gradually increase or decrease tempo without an audible metronome in a solo setting and in ensemble setting.	Staff, Note head, Clef, Musical alphabet	9.1.8.A 9.1.8.B 9.1.8.C	27 days
		Demonstrate the ability to name the notes on a staff on selected passages		9.1.8.A 9.1.8.B 9.1.8.C	27 days

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Demonstrate the ability to name the notes on a worksheet or test		9.1.8.A 9.1.8.B 9.1.8.C	27 days
Music Literacy	Reading Music/rhythms	Demonstrate the ability to name notes on sight within playing range	Whole Note, Half Note, Rest, Quarter Note, Eighth Note, sixteenth notes, Pulse, Counting, Measure, Time Signature, Tempo, Moderato, Allegro, Adagio, Andante, Presto	9.1.8.A 9.1.8.B 9.1.8.C	27 days
		Demonstrate the ability to sight-read musical examples which incorporate whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, and 4/4 measures		9.1.8.A 9.1.8.B 9.1.8.C	27 days
		Demonstrate the ability to notate rhythmic combinations		9.1.8.A 9.1.8.B 9.1.8.C	27 days
Music Literacy	Standard Notation/Symbols and Terms	Demonstrate the ability to break down rhythms to their subdivision and notate within the measure		9.1.8.A 9.1.8.B 9.1.8.C	27 days
		Define Pitch, Rhythm, Dynamics, Tempo, Articulation, Expression		9.1.8.A 9.1.8.B 9.1.8.C	27 days
Music Literacy	Musical Repertoire	Have students expand their vocabulary list of symbols and terms within their music		9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E	27 days
		Demonstrate the ability to play specific parts with accurate notes and rhythms to a level of 2-3 (out of 6).		9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E	27 days
Music Literacy	Stylistic Markings	Demonstrate the ability to play their part with appropriate expression in literature of a level of 2-3 (out of 6).	Slur, Tie, Staccato, Marcato, Legato, Tenuto, Marcato, Sforzando	9.1.8.A 9.1.8.B 9.1.8.C	27 days
		Define articulation markings such as slurs, legato, etc...		9.1.8.A 9.1.8.B 9.1.8.C	27 days
Music Literacy	Scales/Exercises	Demonstrate the ability to perform articulation markings such as slurs, legato, etc...	Circle of fifths, Major, Harmonic, Melodic, natural	9.1.8.A 9.1.8.B 9.1.8.C	27 days

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Demonstrate the ability to play scales in the key of B-Flat, and E-Flat , A-Flat, and F scales.		9.1.8.A 9.1.8.B 9.1.8.C	27 days
Aesthetics	Performances	Demonstrate the ability to play scale in thirds for keys of B-Flat and E-Flat.	Circle of fifths, Major, Harmonic, Melodic, natural	9.1.8.E	27 days
		Define key signatures specific to their instrument and how it relates to the scale.		9.1.8.E	27 days
		Have students play a solo or participate in a chamber ensemble		9.1.8.E	27 days
		Have students participate in a variety of chamber performance venues and settings within the school.		9.1.8.E	27 days
Aesthetics	Analyzing Music	Have students perform for each other at least once a year.	Style, Forte, Piano, Mezzo Forte	9.1.8.C 9.1.8.D 9.3.8.A	27 days
		Have students perform large ensemble concerts at least once a semester		9.1.8.C 9.1.8.D 9.3.8.A	27 days
Aesthetics	Critique a performance	Upon listening to a particular work, have students list the instruments heard and in what combinations are they used	Style, Forte, Piano, Mezzo Forte	9.3.8.A 9.3.8.B	27 days
		Have students indicate how instrumentation affects both texture and style.		9.3.8.A 9.3.8.B	27 days
		While listening to a recording of their own performance, have students differentiate between correct and incorrect notes and rhythms.		9.3.8.A 9.3.8.B	27 days
Aesthetics	Music of different cultures	Have students list the characteristics of a musical performance.		9.2.8.F 9.2.8.G	27 days

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Have students indicate how the performance of the ensemble could be improved.		9.1.8.E 9.2.8.F 9.2.8.G	27 days
		Have students perform music from a variety of composers from different time periods.		9.2.8.A 9.2.8.B 9.2.9.C 9.2.8.E	27 days
Aesthetics	Performance expectations	Have students perform a nontraditional piece of music.		9.1.8.E 9.1.8.G	27 days
		Have students give introductory remarks before the playing of each selection at a public concert including information on the following: a. Composer b. Historical period c. Cultural context		9.1.8.E 9.1.8.G	27 days
		Demonstrate proper concert etiquette		9.1.8.E 9.1.8.G	27 days

Orchestra 6-8

Statement of Organization:

This course is designed to develop and enhance orchestral instrumental skills that were founded in the elementary orchestra. The purpose is to provide a comfortable setting in which students can extend musical skills to a level that will prepare students for high school orchestra, as well as enable students to be lifelong musicians.

Expected Levels of Achievement:

Students are expected to perform proficiently on their orchestral instrument of choice (violin, viola, cello, or bass) both individually as well as with the ensemble. Students are expected to rehearse and perform in a professional manner, including behavior, dress, and musicianship.

Methods of Evaluation:

Student competence will be assessed through using one or more of the following methods:

- Instructor Observation
- Peer Observation and Response
- Recording Analysis

Estimated Instructional Time:

Middle School Orchestra meets three times per six-day cycle for 40 minutes. Students are also offered one small group lesson per six-day cycle. Certain groups of students also meet during the 30-minute 5th block study hall 3 times per cycle if they are available.

Technology Integration:

Students use metronomes to improve timing, tuners to tune their instruments, and the internet/smart board to research and listen to music. The smart board “manipulatives” function allows the instructor to teach basic music theory.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard	Pacing
Bowing Technique	Correct Bow Grip	Correct right hand technique Correct finger placement	Bow Horsehair Frog Endscrew	9.1.8.B 9.1.8.C 9.1.8.G	Daily
	Bowing Motion	Correct bow placement Correct right hand movement Correct right shoulder movement Proper sound production	Detache	9.1.8.B 9.1.8.C 9.1.8.G	Daily
	Bowing Articulations and Dynamics	Correctly play slurs, accents, staccato, and legato. Correctly play at various dynamic (volume) levels.	Slurs Accents Staccato Legato Dynamics Piano Mezzo Piano Mezzo Forte Forte	9.1.8.B 9.1.8.C 9.1.8.G	Daily
Left Hand Technique	1 st Position Technique	Proper left-hand position Correct finger placement for all notes in first position.	1 st position	9.1.8.B 9.1.8.C 9.1.8.G	Daily
Pizzicato (Plucking) Technique	Correct Pizzicato Technique	Proper right-hand position Proper index finger position Good sound production while using pizzicato	Pizzicato	9.1.8.B 9.1.8.C 9.1.8.G	When appropriate to the Music being rehearsed
Warm – Up Exercises	Bowing Exercises	Exercises to increase strength and flexibility of the bow arm. Exercises to increase competency of slurs.	Key Key- Signature Scale Arpeggio	9.1.8.B 9.1.8.C 9.1.8.G	Daily
	Scales and Arpeggios	Accurately play in the keys of D major, A major, G major, B minor, E minor, D minor	Sharp Flat	9.1.8.B 9.1.8.C 9.1.8.G	Daily
	Rhythm Exercises	Increase ability to perform rhythms such as quarter notes, eighth notes, and sixteenth notes.	Rhythm Timing Quarter note Eighth note Sixteenth- note	9.1.8.B 9.1.8.C 9.1.8.G	Daily

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard	Pacing
Music Notation	Reading and Playing Music Notation Accurately	Learning the notes on the staff Relating the notes on the staff to the correct fingerings on the instrument Incorporating correct rhythm along with pitch. Correctly perform the songs.	Staff Clef Time- Signature Pitch	9.1.8.B 9.1.8.C 9.1.8.E 9.1.8.G	Daily
Repertoire	Rhythm and Blues Attack Pachelbel's Canon Bach Country Fiddles Hiawatha Burst Sahara Crossing	Perform all pitches and rhythms accurately Perform all dynamics accurately Perform in the context of the ensemble, each section playing independent parts. Perform the selections at a concert for the community.	Walking- Bass Line 12 bar blues-form Melody Harmony Accompaniment	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.D 9.1.8.E 9.1.8.F 9.1.8.G 9.1.8.H 9.1.8.K 9.2.8.A 9.1.8.I 9.2.8.C 9.2.8.D 9.2.8.G 9.3.8.A 9.3.8.B 9.3.8.C	Daily

High School Choir

Statement of Organization:

This course is designed to develop and enhance vocal/choral skills that were founded in grades 5-8. The purpose is to provide a comfortable setting in which students can enjoyably enhance their vocal skills while performing with their peers in rehearsal and performance settings.

Expected Levels of Achievement:

Students are expected to sing at a high level both individually as well as with the choir. Students are expected to rehearse and perform in a professional manner, including behavior, dress, and musicianship.

Methods of Evaluation:

Student competence will be assessed through using one or more of the following methods:

- Singing Auditions (Short one on one rehearsal with the director)
- Instructor Observation
- Peer Observation and Response
- Recording Analysis

Estimated Instructional Time:

This is a one credit course which will meet for a minimum of 120 clock hours

Technology Integration:

Choir uses the smart board to play videos of the songs that are being rehearsed.

Choir uses recording devices to assist with and critique rehearsal.

Choir uses the internet to research and listen to music.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard	Pacing
Warm Up Exercises	Students will sing a variety of warm up exercises daily in class including: Stretching/Breathing Intervals Syllables Pitch and Rhythm	Students are required to participate in stretching/breathing exercises to increase flexibility and breath control. Students will sing along with the instructor as he sings and plays the warmups on the piano. Acapella is also utilized in warmups. Students will learn to accurately sing intervals such as 2nds, 3rds, 5ths, and octaves. Students will sing a variety of syllables to practice diction. Students will increase their ability to perform pitches and rhythms correctly. Students will develop aural skills through identifying intervals by ear.	Pitch Rhythm Interval	9.1.12 A 9.1.12 B 9.1.12 C 9.1.12 G	Everyday throughout the school year.
Music Notation	Pitch and Rhythm	Students will use method books to learn the notes of the staff in treble and bass clef, as well as different rhythmic durations. Student ability to read notation will improve.	Staff Clef Note Notation Rhythm	9.1.12 A 9.1.12 B 9.1.12 C 9.1.12 G	Periodically throughout the year.
Musical Elements	Pitch and Rhythm	Students will improve upon matching pitch and singing with accurate rhythm.	Pitch Rhythm	9.1.12 A 9.1.12 B 9.1.12 C 9.1.12 G	Daily
	Melody vs Harmony	Students will learn about melody and harmony and the characteristics/importance of each. Simple two-part harmonies will be incorporated into the musical selections.	Melody Harmony Voice Part Soprano Alto Tenor Bass	9.1.12 A 9.1.12 B 9.1.12 C 9.1.12 G	Weekly
	Balance and Dynamics (volume level)	Students will learn to sing with balance and blend and follow proper dynamics.	Balance Blend Dynamics	9.1.12 A 9.1.12 B 9.1.12 C 9.1.12 G	Daily

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard	Pacing
	Phrasing and Expression	Students will learn to sing with phrasing and expression.	Phrasing Expression	9.1.12 A 9.1.12 B 9.1.12 C 9.1.12 G	Daily
Repertoire:	Students will sing contemporary music.	Students will create song request lists in which the director will choose selections.	Accompaniment Acapella	9.4.12 B 9.4.12 C 9.1.12 D 9.2.12 A 9.2.12 B 9.2.12 C 9.2.12 D 9.2.12 E 9.2.12 F 9.2.12 G 9.2.12 I 9.3.12 D	September and January
	Historical Significance	Students will study and analyze the culture of the piece they are performing		9.2.12 B 9.2.12 C 9.2.12 D 9.2.12 E 9.2.12 F 9.2.12 G 9.2.12 I	When appropriate to the piece being rehearsed
	Students will rehearse a piece of music written in a foreign language.	Students will learn to correctly pronounce and vocalize text in a foreign language, specifically O Come All Ye Faithful in Latin.		9.1.12 D 9.2.12 A 9.2.12 B 9.2.12 C 9.2.12 D 9.2.12 E 9.2.12 F 9.2.12 G 9.2.12 I 9.3.12 D	November/December
Evaluation and Critique	Students will use recordings to evaluate both positive and constructive feedback for improvement.	Students will analyze and discuss ways to improve the choir.		9.1.12 G	2 weeks before the concerts

High School Band

Statement of Organization:

This course is designed for students who have successfully completed at least one year of band. Band instruments include flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, baritone, tuba, and percussion. This course will emphasize playing as a group as opposed to individual technique development. Enrolled students are expected to participate in after school practices as well as perform in all scheduled concerts as a course requirement. Band is available to students in grades nine through twelve and meets for a minimum of one hundred twenty (120) clock hours per semester. After successful completion of each semester in band, the student will receive one (1) credit.

Expected Levels of Achievement:

Students are expected to

- A. Demonstrate proper instrument technique.
- B. Demonstrate the ability to sight read and perform music.
- C. Demonstrate the ability to understand and interpret different dynamics, rhythms, forms, and other elements of music.
- D. Perform music from various cultures and time periods.
- E. Perform music on a grade level scale from 2.5-4.0 (out of 6)
- F. Demonstrate the ability to perform using the proper blend, balance, phrasing, and technique.
- G. Demonstrate critical and analytical listening skills.

Methods of Evaluation:

Student's competence will be evaluated through the use of one or more of the following methods:

Demonstration
Drill and practice
Observation
Performances
Presentations
Written tests and quizzes
Playing assessments

Estimated Instructional Time:

Students will meet every other day for approximately 40 minutes.

Sequence

Instrument Performance Skills
Music Literacy
Aesthetics

Technology Integration:

In addition to print resources, students will use technology to enhance their instrumental music education. The resources will help students in the following areas: Technique improvement, solo literature, listening skills. Some of the resources are: Odogy.com (solo literature), Name that Note.com (music literacy), Mr. Selfridge on YouTube (Literacy, solo literature, technique).

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Instrument Preparation	Care and maintenance of their instrument(s).	Assemble an instrument without causing damage to instrument.			daily
Instrument Performance Skills	Characteristic tone quality	Demonstrate the use of supplies necessary for proper maintenance (cork grease, oil, etc...)	Flute: head joint, body, keys Clarinet: barrel, body, bell	9.1.8.	daily
		Demonstrate proper cleaning of instrument	Trumpet: mouthpiece, bell, valves Trombone: slide, bell, crook	9.1.8.H	daily
		Demonstrate regular maintenance items specific to their instrument	Saxophone: Body, Neck, Neck strap, Mouthpiece Percussion: Stick, Fulcrum, Bounce, Stroke, roll, paradiddle	9.1.8.H	daily
		Demonstrate proper breathing/sticking techniques	Airstream, Embouchre, Sizzle, Tone Quality, Characteristic tone, bounce control	9.1.8.H	daily
Instrument Performance Skills	Proper Playing position	Demonstrate exercises that improve tone quality	Airstream, Embouchre, Sizzle, Tone Quality, Characteristic tone, bounce control	9.1.8.A 9.1.8.B	daily
		Demonstrate knowledge of recordings of characteristic tone on their instrument		9.1.8.A 9.1.8.B	daily
		Demonstrate proper playing position for their instrument		9.1.8.A 9.1.8.B	daily
		Demonstrate proper hand position for their instrument consistently		9.1.8.A 9.1.8.B	daily
		Demonstrate proper instrument carriage		9.1.8.A 9.1.8.B	daily

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Instrument Performance Skills	Proper Articulations	Demonstrate Legato, staccato, and marcato articulations while performing	Hand, curvature, Pivot Point, Finger Arc	9.1.8.A 9.1.8.B	daily
		Demonstrate that sound is being initiated correctly	Airstream, Embouchure, Sizzle, Tone Quality, Characteristic tone, bounce control	9.1.8.A 9.1.8.B	daily
		Demonstrate vocal syllables that relate to articulations (dah, tah, etc...)		9.1.8.A 9.1.8.B	daily
Instrument Performance Skills	Fingerings/Trill notes	Demonstrate memorization of notes for entire range of instrument	Tonging, Attack, Release, Length, Legato, Tenuto	9.1.8.A 9.1.8.B	daily
		Demonstrate alternate fingerings for fast passages.		9.1.8.A 9.1.8.B	daily
		Demonstrate trill fingerings/use of stick heights for percussionists		9.1.8.A 9.1.8.B	daily
Instrument Performance Skills	Tuning procedures	Demonstrate tuning their own instrument	Flat, sharp, In Tune, How to adjust instrument	9.1.8.A 9.1.8.B	daily
		Demonstrate the use of electronic tuner for tuning their instrument and adjust to within 5 cents.		9.1.8.A 9.1.8.B	daily
Instrument Performance Skills	Reading Music/note names	Demonstrate the ability to tune based of listening skills	Flat, sharp, In Tune, How to adjust instrument	9.1.8.A 9.1.8.B 9.1.8.H	Daily
		Identify the names of the notes within the practical range of their instrument		9.1.8.A 9.1.8.B 9.1.8.H	Daily
		Explain how to find concert pitch for their instrument		9.1.8.A 9.1.8.B 9.1.8.H	Daily
Instrument Performance Skills	Reading Music/rhythms	Demonstrate he ability to sight-read musical examples which incorporate whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.	Whole Note, Half Note, Rest, Quarter Note, Eighth Note, sixteenth notes, Pulse, Counting, Measure,	9.1.8.A 9.1.8.B	Daily

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Demonstrate the ability to notate rhythmic combinations	Time Signature, Tempo, Moderato, Allegro, Adagio, Andante, Presto, Triplet feel, compound time signature	9.1.8.A 9.1.8.B	Daily
Music Literacy	Standard Notation/Symbols and Terms	Demonstrate the ability to break down rhythms to their subdivision and notate within the measure		9.1.8.A 9.1.8.B 9.1.8.C	Daily
		Define Pitch, Rhythm, Dynamics, Tempo, Articulation, Expression		9.1.8.A 9.1.8.B 9.1.8.C	Daily
		Have students expand their vocabulary list of symbols and terms within their music		9.1.8.A 9.1.8.B 9.1.8.C	Daily
Music Literacy	Musical Repertoire	Demonstrate the ability to play specific parts with accurate notes and rhythms to a level of 3-4 (out of 6).	Whole Note, Half Note, Rest, Quarter Note, Eighth Note, sixteenth notes, Pulse, Counting, Measure, Time Signature, Tempo, Moderato, Allegro, Adagio, Andante, Presto	9.1.8.A 9.1.8.B 9.1.8.C	Daily
		Demonstrate the ability to play their part with appropriate expression in literature of a level of 3-4 (out of 6).		9.1.8.A 9.1.8.B 9.1.8.C	Daily
	Stylistic Markings	Define articulation markings such as slurs, legato, etc...		9.1.8.A 9.1.8.B 9.1.8.C	Daily
Music Literacy	Scales/Exercises	Demonstrate the ability to perform articulation markings such as slurs, legato, etc...	Whole Note, Half Note, Rest, Quarter Note, Eighth Note, sixteenth notes, Pulse, Counting, Measure, Time Signature, Tempo, Moderato, Allegro, Adagio, Andante, Presto	9.1.8.A 9.1.8.B 9.1.8.C	Daily
		Demonstrate the ability to play scales in the key of B-Flat, E-Flat, A-Flat, D-Flat, and chromatic scales.	Circle of fifths, Major, Harmonic, Melodic, natural	9.1.8.A 9.1.8.B 9.1.8.C	Daily

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Music Literacy	Performances	Define key signatures specific to their instrument and how it relates to the scale.	Circle of fifths, Major, Harmonic, Melodic, natural	9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E	Daily
		Have students play a solo or participate in a chamber ensemble		9.1.8.A 9.1.8.B 9.1.8.C 9.1.8.E	Daily
Music Literacy	Analyzing Music	Have students participate in a variety of chamber performance venues and settings within and outside of the school	Slur, Tie, Staccato, Marcato, Legato, Tenuto, Marcato, Sforzando	9.1.8.A 9.1.8.B 9.1.8.C	Daily
		Have students perform for each other at least once each semester.		9.1.8.A 9.1.8.B 9.1.8.C	Daily
		Have students perform large ensemble concerts at least once a semester		9.1.8.A 9.1.8.B 9.1.8.C	Daily
		Have students analyze each of the musical selections in the band folder using a Music Analysis Sheet		9.1.8.A 9.1.8.B 9.1.8.C	Daily
Aesthetics	Critique a performance	Upon listening to a particular work, have students list the instruments heard and in what combinations are they used		9.1.8.E	Daily
		Have students indicate how instrumentation affects both texture and style.		9.1.8.E	Daily
		While listening to a recording of their own performance, have students differentiate between correct and incorrect notes and rhythms.		9.1.8.E	Daily
		Have students list the characteristics of a musical performance.		9.1.8.E	Daily

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Aesthetics	Music of different cultures	Have students indicate how the performance of the ensemble could be improved.	Style, Forte, Piano, Mezzo Forte	9.1.8.C 9.1.8.D 9.3.8.A	Daily
		Have students perform music from a variety of composers from different time periods.		9.1.8.C 9.1.8.D 9.3.8.A	Daily
		Have students perform a non-traditional piece of music.		9.3.8.A 9.3.8.B	Daily
		Have students give introductory remarks before the playing of each selection at a public concert including information on the following: a. Composer b. Historical period c. Cultural context		9.3.8.A 9.3.8.B	Daily
	Performance expectations	Demonstrate proper concert etiquette	Slur, Tie, Staccato, Marcato, Legato, Tenuto, Marcato, Sforzando	9.3.8.A 9.3.8.B	Daily
		Demonstrate understanding of music use in community service.		9.2.8.F 9.2.8.G	Daily
		Demonstrate understanding of expectations outlined by instructor.		9.1.8.E 9.2.8.F 9.2.8.G	Daily

High School Orchestra

Statement of Organization:

This course is designed to develop and enhance orchestral instrumental skills that were founded in grades 5-8. The purpose is to provide a comfortable setting in which students can extend musical skills to a level in which students may perform after graduation in solo or ensemble settings, as well as enable students to be lifelong musicians.

Expected Levels of Achievement:

Students are expected to perform at an advanced level on their orchestral instrument of choice (violin, viola, cello, or bass) both individually as well as with the ensemble. Students are expected to rehearse and perform in a professional manner, including behavior, dress, and musicianship.

Methods of Evaluation:

Student competence will be assessed through using one or more of the following methods:

- Instructor Observation
- Peer Observation and Response
- Recording Analysis

Estimated Instructional Time:

This is a one credit course which will meet for a minimum of 120 clock hours.

Technology Integration:

Students use online metronomes to improve timing, tuners to tune their instruments, and the internet to research and listen to music. Students may also use cell phone apps for tuners, metronomes, and recorders.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard	Pacing
Bowling Technique	Correct Bow Grip	Correct right hand technique Correct finger placement	Bow Horsehair Frog Endscrew	9.1.12.B 9.1.12.C 9.1.12.G	Daily
	Bowling Motion	Correct bow placement Correct right hand movement Correct right shoulder movement Proper sound production	Arco Detache Col Legno Martele Tremolo Spicatto	9.1.12.B 9.1.12.C 9.1.12.G	Daily
	Bowling Articulations and Dynamics	Correctly play slurs, accents, staccato, and legato. Correctly play at various dynamic (volume) levels.	Slurs Accents Staccato Legato Dynamics Piano Mezzo Piano Mezzo Forte Forte	9.1.12.B 9.1.12.C 9.1.12.G	Daily
Left Hand Technique	1 st Position Technique	Proper left-hand position Correct finger placement for all notes in first position.	1 st Position	9.1.12.B 9.1.12.C 9.1.12.G	Daily
	3 rd Position Technique	Proper left-hand position Correct finger placement for all notes in 3 rd position	3 rd Position	9.1.12 B 9.1.12 C 9.1.12 G	Bi-Monthly
	Shifting/Vibrato Exercises	Build and improve upon the shifting and vibrato techniques.	Shifting Vibrato	9.1.12 B 9.1.12 C 9.1.12 G	Once per week
Pizzicato (Plucking) Technique	Correct Pizzicato Technique	Proper right-hand position Proper index finger position Good sound production while using pizzicato	Pizzicato	9.1.12.B 9.1.12.C 9.1.12.G	When appropriate to the music being rehearsed
Tremolo Bowing Technique	Using correct tremolo bowing technique to produce a proper tremolo	Producing a good sound while maintaining proper bow speed	Tremolo	9.1.12 B 9.1.12 C 9.1.12 G	When appropriate to the music being rehearsed

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard	Pacing
Warm – Up Exercises	Bowing Exercises	Exercises to increase strength and flexibility of the bow arm. Exercises to increase competency of slurs. Exercises to increase bow speed		9.1.12.B 9.1.12.C 9.1.12.G	Daily
	Scales and Arpeggios	Accurately play in the keys of D major, A major, G major, C major, F major, B minor, F# minor, A minor, E minor, and D minor	Key Key- Signature Scale Arpeggio Sharp Flat	9.1.12.B 9.1.12.C 9.1.12.G	Daily
	Rhythm Exercises	Increase ability to perform rhythms in various meters such as 4/4, 6/8, and 12/8. Increase ability to perform rhythms such as triplets and more complex 8 th and 16 th note patterns.	Rhythm Timing Quarter note Eighth note Sixteenth- note	9.1.12.B 9.1.12.C 9.1.12.G	Daily
	Chromatic Exercises	Accurately play chromatic notes in various positions on the instrument.	Chromatics	9.1.12 B 9.1.12 C 9.1.12 G	When appropriate to the music being performed
Music Notation	Reading and Playing Music Notation Accurately	Learning the notes on the staff Relating the notes on the staff to the correct fingerings on the instrument Incorporating correct rhythm along with pitch.	Staff Clef Time- Signature Pitch	9.1.12.B 9.1.12.C 9.1.12.E 9.1.12.F	Daily
Repertoire	“Eine Kleine Nachtmusik” “Perpetuo” “Inverno” “Marche Slav”	Perform all pitches and rhythms accurately Perform all dynamics accurately Perform in the context of the ensemble, each section playing independent parts. Describe and discuss historical performances of the work. Perform the music at a concert for the community.		9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.E 9.1.12.F 9.1.12.G 9.1.12.J 9.2.12.A 9.1.12.I 9.2.12.C 9.2.12.D 9.2.12.G 9.3.12 A 9.3.12 B	Daily

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard	Pacing
				9.3.12 C 9.3.12 D 9.4.12 A 9.4.12 B 9.4.12 C	
	“Carol of the Bells” (Orchestra combines with band)	Perform all pitches and rhythms accurately Perform all dynamics accurately Perform in the context of the ensemble, each section playing independent parts. Describe and discuss various aspects of music written and performed for cinema. Perform the piece at a concert for the community.		9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.E 9.1.12.F 9.1.12.G 9.1.12.J 9.2.12.A 9.1.12.I 9.2.12.C 9.2.12.D 9.2.12.G 9.3.12 A 9.3.12 B 9.3.12 C 9.3.12 D 9.4.12 B 9.4.12 C	Daily

High School Music Appreciation

Statement of Organization:

This course is designed for high school students who wish to explore how Rock and Roll was created in America. This class is an elective that will expose students to the beginning of Rock and Roll music and continue through modern day music. The focus of this class will start in the 1950s and explore the developments of the 1950s through the 2000s.

Expected Levels of Achievement:

Students are expected to

- Demonstrate understanding of the rhythmic counting system for whole, half, quarter, and eighth notes as well as their corresponding rests.
- Recognize different rhythmic patterns and how they apply to different genres and songs from different eras
- Listen to multicultural songs individually as well as in small and large groups.
- Perform songs of different style and from different periods and genre individually as well as in small and large groups.
- Participate in the teaching of a musical group of their choice
- Research information in a chronological order on groups, songs, and events that have affected popular music and culture.
- Write creatively, compare and contrast, and analyze and interpret music.
- Expose themselves to music from different cultures, time periods, and genres.

All students are expected to demonstrate understanding of the concepts taught by achieving at least eighty percent (80%) on all graded materials, presentations and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

Demonstrations

Observation

Presentations

Projects

Self-evaluation

Teacher-made tests

Estimated Instructional Time:

This is a one credit course which will meet for a minimum of 120 clock hours.

Technology Integration:

In addition to print resources, students will use technology to further their understanding of how Rock N Roll was shaped. The instructor will utilize multimedia presentations, listening to examples, video excerpts, and some Rock N Roll technology (amps, guitars, drum machines, mixing software).

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
1970s	Country Rock	Know the manner in which Country music influenced Rock and Roll from the beginning The way Chuck Berry borrowed from a Country song to write the early Rock and Roll hit “Maybellene” The influence of Country music on both white and black performers of the Rock and Roll era Know the contributions of 1970 country rock artists such as The Eagles, Lynard Skynard, etc...	Back Beat, Musical instruments used,	9.1.12.J 9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.G 9.3.12.A 9.3.12.B 9.3.12.C	10 classes
1970s	Female song writers	Know the important musical contributions of female Singer-Songwriters of the early 1970s, including Joni Mitchell, Carole King, and Janis Joplin Know the historical context from which this music emerged, focusing on the burgeoning women’s movement that challenged traditional roles of women in American society Compare and contrast musical performances by women in different eras Evaluate the degree to which key singer-songwriters gave voice to female empowerment in the early 1970s		9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.G 9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.F 9.3.12.G	8 classes
1970s	Progressive Rock	Know the historical origins of Progressive Rock Know the basic elements of Progressive Rock, including the incorporation of musical forms derived from Western Classical music, an emphasis on instrumental virtuosity, and incorporation of countercultural themes that challenged		9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.G 9.3.12.A 9.3.12.B 9.3.12.C	8 classes

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		conventional notions of time and space Know the technological changes that gave rise to Progressive Rock, including the possibilities of the 33 1/3 “Long Playing” (LP) album, the invention of the Moog synthesizer, and the rising popularity of FM radio Know the specific contributions of such Progressive Rock artists as Yes and Genesis		9.3.12.F 9.3.12.G	
1970s	Funk Rock	Know how the promises of the Civil Rights movement, including integration, improved economic opportunities, and the eradication of poverty, had not materialized for many African Americans by the early 1970s Know the phenomenon of “White Flight” and how it contributed to the increased isolation of African-American populations in many American inner cities Know how artists including James Brown, George Clinton, and Curtis Mayfield responded to the realities of black life in America by creating music that addressed specifically African-American concerns and, by extension, specifically African-American audiences Know the elements of the Funk sound, including a prominent bassline, deeply percussive instrumentation, and polyrhythms from guitars, horns, keyboards, and drums		9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.G 9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.F 9.3.12.G	10 classes
1970s	Disco/Soul	Know the general feeling of economic and social malaise in the 1970s, as crime rates soared and unemployment and inflation hit record highs The influence of the Women’s Rights		9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.G	12 classes

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		movements on popular American culture The prominence of Disco music as a social and cultural force in the late 1970s Demonstrate the difference between Soul/Disco beats and the traditional “Back Beat” of Rock and Roll		9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.F 9.3.12.G	
1970s	Punk	Know the historical events surrounding the birth of the Punk Rock movement in Britain Know the political and social nature of the British Punk Rock movement Know the participatory nature of the British Punk Rock movement Know the contributions of such artist as The Clash, The Ramones, and The Sex Pistols		9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.G 9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.F 9.3.12.G	8 classes
1980s	New Wave	Know the importance of Punk Rock as a movement that dramatically changed the culture of popular music, clearing the way for New Wave Know the role of groups such as the Ramones and the Patti Smith Group in carrying Punk’s energy and ideas to the artists of the New Wave Know the wide range of artists associated with New Wave and some defining characteristics that nonetheless give shape to the category		9.1.12.J 9.1.12.K 9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.G 9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.F 9.3.12.G	6 classes
1980s	Hair Metal	Know the cultural/technological advancements in the 1980s that led to Hair Metal. Know the roots of Glam Metal and its		9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E	6 classes

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		influence on the sunset strip band in the late 70s/80s. Know the contributions of artists such as Motley Crue, Bon Jovi, Twisted Sister, Poison, etc... Be able to identify the underlying themes of rebellion, good times, and living free in music and video form Draw connections among various print, audio and visual text		9.2.12.G 9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.F 9.3.12.G	
1980s/1990s	Grunge	Know the influence of earlier musical forms, particularly Heavy Metal and Punk, on Grunge Know the social, cultural, economic, and geographic influences that led to the rise of Grunge Know the musical contributions of such Grunge artists as Nirvana, Mudhoney, and Pearl Jam Connect music to the historical context in which it emerged		9.1.12.J 9.1.12.K 9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.3.12.B 9.3.12.C 9.3.12.F 9.3.12.G	6 classes
1980s/1990s	Hip Hop/Rap	Know how early Hip Hop reflected the social and economic conditions of America's inner cities, particularly the Bronx in New York City Know important events in the history of New York City in the 1960s and 1970s, including the construction of the Cross Bronx Expressway, high crime rates, and a major transit strike Know the contributions of early Hip Hop artists including DJ Kool Herc and		9.1.12.J 9.1.12.K 9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.3.12.B 9.3.12.C 9.3.12.F 9.3.12.G	10 classes

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
		Grandmaster Flash Know key vocabulary relating to the rise of Hip Hop, including such terms as “scratching,” “rapping,” “MC” and “DJ” Connect song lyrics to contemporary events Know the definitions of the two Hip Hop subgenres known as “Gangsta Rap” and “Conscious Hip Hop” Know the ways in which both subgenres reflected social and political conditions in the 1990s, particularly escalating tensions in race relations and the prevalence of crime in inner city neighborhoods Evaluate the similarities and differences between Gangsta Rap and Conscious Hip Hop Demonstrate simple beat patterns used in early Hip Hop by using a drum machine or similar technology			
2000s	Nu-Metal	Know the influences that led to this genre, namely Heavy Metal and Rap Know the pioneers of this genre and their contributions Anthrax, Limp Bizkit, Kid Rock, and others Know the ways this genre was used in society as a tool increased independence among youth		9.1.12.J 9.1.12.K 9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.3.12.B 9.3.12.C 9.3.12.F 9.3.12.G	5 classes