

K-12 Music Curriculum  
SAU 85  
Sunapee School District



## ELEMENTARY GENERAL MUSIC

### Kindergarten

Standards	Essential Questions	Unit
1. Students will sing alone and/or with others a varied repertoire of music.	How do people sing?	Listening and matching treble pitches sung. Distinguish between 'speaking' and 'singing' voice and using each appropriately. Event appropriate songs: holidays, seasons. Action songs following dictates of the lyrics.
2. Students will perform on pitched and non-pitched instruments, alone and/or with others, a varied repertoire of music.	How is an instrument played?	Hand bells, xylophones, Smart Board, interactive keyboard and xylophone. Plays a steady beat on instrument or through movement with varied repertoire of songs.
3. Students will create, improvise, and/or compose music.	How is music created?	Improvise as answer to a melodic question using voice. Rhythm @ pitch = melody
4. Students will read and notate music.	How is music written and read?	Identifies 'G' clef, staff. Able to find notes on treble staff from 'G' clef , Identifies the duration of notes: whole, half, dotted half and quarter note. Identify music note flash cards on Smart Board and able to find that note and play on keyboard employing indicated value of note.
5. Students will listen to, analyze and describe music.	What is heard in music?	Responds to elements of music through movement. Listens to and describes characteristics of music sounds.

8. Students will understand music in relation to history and culture.	What does music tell us about people?	Lyrics and styles of various songs.
<b>Grade 1</b>		
<b>Standards</b>	<b>Essential Question</b>	<b>Unit</b>
1. Students will sing alone and/or with others a varied repertoire of music.	How do musicians listen to music and sing what they hear?	Identifies different pitches . Can 'echo' sing two consecutive treble pitches in 'head' voice.  'Records' music heard in musical memory.
2. Students will perform on pitched and non-pitched instruments, alone and/or with others, a varied repertoire of music.	How are different instruments played?	Students learn to turn on, choose tone and volume on electric keyboards at desks.  Like xylophones, low to high pitches are played left to right using fingers in place of mallet.
3. Students will create, improvise, and/or compose music.	How is a song or rhythm created?	Improvise a simple rhythmic or melodic pattern using voice or keyboard .
4. Students will read and notate music.	How is music written and read?	Smart Board music note flash cards.  Weekly four measure simple note reading exercise for sight reading on keyboards from Smart Board.
5. Students will listen to, analyze and describe music.	What is heard in music?	Listens to and moves to music and instruments heard.  Verbally describes characteristics of music including styles, cultures and live performances.  Verbally describes characteristics of instruments introduced.
6. Students will evaluate music and music performances.	What makes different pieces of music interesting?	Identifies elements of music that make composition interesting.

7. Students will understand relations among music, the other arts, and disciplines outside the arts.	What is the same in music as other subjects?	Uses math, literacy, social studies, physical education during music activities.
8. Students will understand music in relation to history and culture.	What does music tell us about people and cultures?	Perform and listen to compositions from diverse times, cultures and traditions.
<b>Grade 2</b>		
<b>Standards</b>	<b>Essential Question</b>	<b>Unit</b>
1. Students will sing alone and/or with others a varied repertoire of music.	How is singing quality improved?	Wider range of pitches in songs. Listening and blending with others in song with good tone quality.
2. Students will perform on pitched and non-pitched instruments, alone and/or with others, a varied repertoire of music.	How is an instrument played with a song?  How to play an instrumental ensemble?	Identifies instrumental accompaniment. Play tone chimes while singing. Difference between accompaniments. Tone chimes played as an instrumental ensemble for concert.
3. Students will create, improvise, and/or compose music.	How is music composed and improvised?	Describe what a composer does, how he does it, formats used.  Create simple rhythm pattern. Add notes on keyboards to that rhythm to 'compose'.
4. Students will read and notate music.	How is music read and written on the staff?	Flash note cards to identify treble notes and find on keyboard.  Reads and perform various mixed rhythms using quarter, half, dotted half and whole notes. Reads and plays on keyboard weekly four measure exercise to facilitate note reading.

5. Students will listen to, analyze and describe music.	How is music heard and described?	Listens to and verbally describes characteristics of music including types of instruments.
6. Students will evaluate music and music performances.	What makes a performance successful? How does an individual contribute to a successful performance?	Identifies elements of music and evaluates using standard of pitch, correct notes, lyrics, vocal technique. Individual contribution criteria: watching/following conductor, knowing music, doing one's best for the sake of the outcome.
7. Students will understand relations among music, the other arts, and disciplines outside the arts.	What is the same in music as other subjects?	Uses math, literacy, social studies, physical education during music activities
8. Students will understand music in relation to history and culture.	What does music tell us about people and cultures?	Performs various genres of music vocal and instrumental reflecting cultures and traditions.

### Grade 3

Standards	Essential Question	Unit
1. Students will sing alone and/or with others a varied repertoire of music.	How is singing quality improved?	Hearing pitches to match. Proper vocal diction. Articulation of lyrics Dynamics, good breath control Listening to self and others
2. Students will perform on pitched and non-pitched instruments, alone and/or with others, a varied repertoire of music.	How is a melody played on an instrument?	Sight flash cards from Smart Board. Sight-reading four measure phrase on keyboards(by interval) using correct rhythm and notes. Song Flutes
3. Students will create, improvise, and/or compose music.	How is music composed and improvised?	Compose a simple melody using a given format (specific notes and rhythms)

4. Students will read and notate music.	How is music read and written on the staff?	Rhythm exercises from Smart Board Note flash cards from Smart Board Sight read known melodies from Smart Board playing on keyboards.
5. Students will listen to, analyze and describe music.	How is music heard and described? How can instruments be identified by their sound?	Four families of instruments Science of sound differentiating timbre of instruments. Minor/Major
6. Students will evaluate music and music performances.	What makes a performance successful? How does an individual contribute to a successful performance?	Following Conductor, diction, articulation, expression, dynamics, pitch, blending, Concert etiquette.
7. Students will understand relations among music, the other arts, and disciplines outside the arts.	What is the same in music as other subjects?	Uses math, literacy, social studies, physical education during music activities.
8. Students will understand music in relation to history and culture.	What does music tell us about people and cultures?	History of songs, composers, and lyrics reflecting the culture and times. Styles of songs/compositions reflects culture.

### Grade 4

Standards	Essential Question	Unit
1. Students will sing alone and/or with others a varied repertoire of music	How does one produce a good quality sound?	Listening to self and others Listening for matching pitch Breath support Good tone quality Good diction

		Confidence
2. Students will perform on pitched and non-pitched classroom instruments, alone and /or with others, a varied repertoire of music.	How can instruments be played musically in an ensemble?  How can various instruments be learned?	Understand how musicians interpret conductors cues when playing an instrument.  Listen to others when playing in ensemble.  Transferring note reading knowledge from song flute to recorder.  Keyboard s  Percussion added to ensemble playing.
3. Students will create, improvise, and/or compose music	What makes an effective composer?	Form  Musical idea , theme  Purpose  Compose on keyboards with given criteria
4. Students will read and notate music.	How is music read and written on the staff?	Note flash cards from Smart Board played on keyboard.  Sight reading four measure phrase played on keyboard using correct notes and rhythms reading by interval.  Recorders reading notes from Smart Board.  Playing with orchestral accompaniment.

5. Students will listen to, analyze and describe music.	How can instruments be identified by their sound?	Identify by hearing instruments in an orchestra.  Listens and identifies instruments heard in the music.  Uses correct musical terminology.
6. Students will evaluate music and musical performances.	What is heard and observed in a musical performance?	You Tube videos of performances (good and bad) to evaluate performance.  Criteria: correct notes? Dynamics? Proper phrasing? Goofs? Following conductor?
7. Students will understand relations among music, the other arts, and disciplines outside the arts.	What is the same in music as other subjects?	Uses math in rhythm, literacy in lyrics,  Social studies in content of lyrics, physical education in movement of body reacting to music, and art in images seen in the mind through the music heard.
8. Students will understand music in relation to history and culture.	What does music tell us about people and cultures?	Folk songs from all lands  Protest , work songs and spirituals  Music is a reflection of the times that it is written, style and lyrics.  Composers write about time they are living.
<b>Grade 5</b>		
<b>Standards</b>	<b>Essential Question</b>	<b>Unit</b>
1. Students will sing alone and/or with others a varied repertoire of music.	How can independent singers produce multi-part harmony?	Rounds

		Independently sings own part Independently follows a vocal score. Sings a varied repertoire of two part songs.
2. Students will perform on pitched and non-pitched classroom instruments, alone and /or with others, a varied repertoire of music.	How can independent players perform in multi-harmony?	Two part recorder music Independently follow score Varied music in two parts Play keyboard and sing simultaneously Play keyboard melody with added harmony. Add pre-recorded rhythm to playing melody on keyboard. Reading (playing) familiar melodies.
3. Students will create, improvise, and/or compose music.	How does a composer craft a piece of music with structure and musicality?	Compose a theme using a set criteria (5 notes with no intervals larger than a fourth) Four measures (4/4 or 3/4 time)phrase Rhythms (quarters, half notes, eighth notes, rests) End on tonic. Look at various compositions.
4. Students will read and notate music.	How is music read and written on the staff?	Treble staff (G clef) Bass staff (F clef) Keyboards add left hand to right hand along with

		pre-recorded rhythm accompaniment. Melody. Sight-reading familiar melodies . Identifies the functions of sharps and flats.
5. Students will listen to, analyze and describe music.	How can multiple parts be identified in a performance?	Identifies solo and ensemble performances. Performance of two part music
6. Students will evaluate music and music performances.	What criteria is used to evaluate a performance?	Uses basic music elements to evaluate performance; pitch, quality of sound, correct notes and rhythms, following conductor.
7. Students will understand relations among music, the other arts, and disciplines outside the arts.	What is the same in music as other subjects?	Uses math, literacy, physical education, social studies and art concepts during music activities.
8. Students will understand music in relation to history and culture.	What does music tell us about people and cultures?	Listens to and describes characteristics from diverse times, cultures and traditions. Performs songs from various times and cultures. Watches You Tube videos of performances from around the world.

## ELEMENTARY INSTRUMENTAL & CHORAL MUSIC

### GRADE 5 BAND (Small group lessons, full band)

Standards	Essential Questions	Knowledge & Skills (embedded throughout the year)
1. Students will sing alone and/or with others a varied repertoire of music.	How can instrumentalists relate playing to singing and vice versa?	Singing of melodic and rhythmic excerpts. Reinforcement of intonation and interval accuracy.
2. Students will perform on pitched and non-pitched instruments, alone and/or with others, a varied repertoire of music.	How is an instrument played?	Proper set-up, playing position, instrument maintenance. Pedagogy (breath support, embouchure) Sense of tempo. (control at variety of tempi)

		<p>Performance of varied repertoire. (unison, grade 1)</p> <p>Produces proper musical sound on assigned instrument.</p> <p>Introduce expressive elements. (dynamics, basic articulations)</p>
3. Students will create, improvise, and/or compose music.	How is music created?	<p>Students begin to improvise melodies as they expand their comfortable playing range.</p> <p>Students will begin to develop familiarity with short, simple rhythmic patterns.</p> <p>Students write short melodies using introductory pitch and duration choices.</p> <p>Awareness of fundamentals. Rhythm @ pitch = melody.</p>
4. Students will read and notate music.	How is music written and read?	<p>Review of treble and bass clefs appropriate to assigned instrument.</p> <p>Identification of clef signs and functions.</p> <p>Students read and write melodies/rhythms at grade level using appropriate note head/stem direction.</p> <p>Melodies in appropriate clef.</p> <p>Introduction of melodies/rhythms in 2/4, 3/4, and 4/4 meter.</p> <p>Notation of Duration (whole, half, dotted half, quarter, eighth notes and rests.)</p>
5. Students will listen to, analyze and describe music.	What is heard in music?	<p>Development of vocabulary to characterize sound.</p> <p>Strategies and benchmarks to discern quality of performance.</p> <p>Melody, rhythm, two and four measure phrases.</p> <p>Basic intervals (PU, M2, M3, P4, P5)</p>

6. Students will evaluate music and music performances.	How do we discern the quality of a performance?	Development of knowledge and ability to discern quality of performance. Introduce habits of mind that focus the listener on the quality of the performance. Identify stylistic elements.
7. Students will understand relations among music, the other arts, and disciplines outside the arts.	How is music inter-related with other subjects? How can music reinforce learning in other disciplines?	Rhythm and meter concepts related to math. Connection to major themes in historical eras. The basics of acoustics. The interpretation of symbols and related sounds. Elements and principals related to visual arts. (blend, balance, foreground, background, subject)
8. Students will understand music in relation to history and culture.	What does music tell us about people?	Music as a form of human expression. Music as a discipline. Recognition of the music of the United States and other countries as a reflection of historical and cultural influences. Recognition of American composers & performers.
<b>GRADE 5 CHORUS</b>		
<b>Standards</b>	<b>Essential Question</b>	<b>Knowledge &amp; Skills (embedded throughout the year)</b>
1. Students will sing alone and/or with others a varied repertoire of music.	How do musicians listen to music and sing what they hear?	Identifies different pitches. Discerns between “high” and “low” pitches. Call and response in comfortable singing range. Develop sense of pitch. Develop a sense of melodic/rhythmic memory.
2. Students will perform on pitched	How do singers reinforce melodic and rhythmic	Students physically reinforce melodies using call

and non-pitched instruments, alone and/or with others, a varied repertoire of music.	memory?	and response. Students physically reinforce rhythms with eurhythmics. Reference to the piano keyboard. Use of simple rhythm instruments.
3. Students will create, improvise, and/or compose music.	How is a song or rhythm created?	Call and response within comfortable singing range. Improvise a simple rhythmic or melodic pattern using voice or other instruments.
4. Students will read and notate music.	How is music written and read?	Review of treble and bass clefs appropriate to voice and range. Identification of clef signs and functions. Students read and write melodies/rhythms at grade level. Appropriate note heads/stem direction. Identifies the structure of choral music with respect to staves, systems, accompaniment within unison and two part compositions.
5. Students will listen to, analyze and describe music.	What is heard in music?	Develop vocabulary to characterize sound. Develop strategies and ability to discern quality of performance. Verbally describes characteristics of music including styles, cultures and live performances. Verbally describes characteristics of instruments introduced.
6. Students will evaluate music and music performances.	How do we discern the quality of a performance?	Develop strategies and ability to discern quality of performance. Introduce habits of mind that focus the listener on the quality of the performance.

7. Students will understand relations among music, the other arts, and disciplines outside the arts.	How is music inter-related with other subjects? How can music reinforce learning in other disciplines?	Mathematical concepts in music. Connection to major themes in historical eras. The science of acoustics. The interpretation of symbols and related sounds.
8. Students will understand music in relation to history and culture.	What does music tell us about people and cultures?	Music as a form of human expression. Music as a discipline. Recognition of the music of the United States and other countries as a reflection of historical and cultural influences.

**MIDDLE SCHOOL MUSIC**

**MIDDLE SCHOOL BAND  
GRADES 6-8**

<b>Standards</b>	<b>Essential Question</b>	<b>Knowledge &amp; Skills (embedded throughout the year)</b>
1. Students will sing alone and/or with others a varied repertoire of music.	How does singing help instrumentalist improve their performance accuracy?	Reinforce pitch/rhythm memory. Reinforce listening and blending. Reinforce intonation and interval accuracy.
2. Students will perform on pitched and non-pitched instruments, alone and/or with others, a varied repertoire of music.	How is an instrument played?  How do you play in an instrumental ensemble?	Ability to complete proper set-up w/o support. Proper playing position becomes more consistent. Students complete instrument maintenance w/o support. Pedagogy (breath support, embouchure) Sense of tempo. (control at variety of tempi) Performance of varied repertoire. (unison, grade 1)

		<p>Produces proper musical sound on assigned instrument.</p> <p>Introduce expressive elements. (dynamics, basic articulations)</p> <p>Emerging ability to follow expressive demands of a conductor.</p>
3. Students will create, improvise, and/or compose music.	How is music composed and improvised?	<p>Creates short musical compositions in phrases.</p> <p>Students begin to improvise melodies as they expand with comfortable playing range expanded.</p> <p>Students will begin to develop familiarity with longer and more varied rhythmic patterns.</p> <p>Students write short melodies using expanded pitch and duration choices.</p> <p>Awareness of fundamentals. Rhythm @ pitch = melody.</p>
4. Students will read and notate music.	How is music read and written on the staff?	<p>Mastery of treble and bass clefs appropriate to assigned instrument.</p> <p>Identification of clef signs and functions.</p> <p>Students read and write melodies/rhythms at grade level. Appropriate note heads/stem direction.</p> <p>Melodies in appropriate clef.</p> <p>Students will notate melodies/rhythms in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>Notation of Duration (whole, half, dotted half, quarter, eighth, sixteenth notes and rests).</p>
5. Students will listen to, analyze and describe music.	How is music heard and described?	<p>Expanded vocabulary to characterize sound.</p> <p>More specific ability to discern quality of performance.</p> <p>Identify, melody, rhythm, simple harmony, two, four and eight measure phrases.</p>

		Basic intervals (PU, M2, M3, P4, P5, M6, M7, P8)
6. Students will evaluate music and music performances.	What makes a performance successful? How does an individual contribute to a successful performance?	Develop strategies and ability to discern quality of performance. Introduce habits of mind that focus the listener on the quality of the performance.
7. Students will understand relations among music, the other arts, and disciplines outside the arts.	What does music have in common other subjects?	Mathematical concepts in music. Connection to major themes in historical eras. The basics of acoustics. The interpretation of symbols and related sounds.
8. Students will understand music in relation to history and culture.	What does music tell us about people and cultures?	Music as a form of human expression. Music as a discipline. Recognition of the music of the United States and other countries as a reflection of historical and cultural influences. Performs various genres of music vocal and instrumental reflecting cultures and traditions.
<b>MIDDLE SCHOOL CHORUS GRADES 6-8</b>		
<b>Standards</b>	<b>Essential Question</b>	<b>Knowledge &amp; Skills (embedded throughout the year)</b>
1. Students will sing alone and/or with others a varied repertoire of music.	How do singers learn to perform in ensemble settings at the middle school level?	Sing independently while demonstrating good posture and correct breath control. Sing alone and in an ensemble demonstrating independence executing his/her own part. Perform melodies and rhythms with appropriate dynamics while maintaining a steady tempo.

		<p>Understand and identify basic conducting beat patterns and gestures including: preparatory beats, releases, tempo changes, entrance cues, dynamic and or other expressive gestures.</p> <p>Perform music of a variety of styles and cultures using expression and phrasing appropriate for the work being performed.</p> <p>Understand and be able to perform with others to achieve a refined ensemble sound including blend, balance and timbre.</p> <p>Perform accurately and expressively two and three part music.</p> <p>Perform music in a variety of meters to include 2/4, ¾ and 4/4.</p> <p>Demonstrate appropriate care of his/her vocal mechanism.</p> <p>Demonstrate correct choral vowels and consonants.</p>
<p>2. Students will perform on pitched and non-pitched instruments, alone and/or with others, a varied repertoire of music.</p>	<p>How do singers incorporate instruments into their skill set?</p>	<p>Perform independent instrumental parts while other students sing or play contrasting parts.</p> <p>Perform percussion instruments within groups, blending timbres, balancing dynamic levels and responding to the cues of a conductor.</p>
<p>3. Students will create, improvise, and/or compose music.</p>	<p>How is music composed and improvised?</p>	<p>Improvise responses (answers) to given rhythmic and melodic phrases using up to sixteenth note rhythms in duple and triple meter.</p> <p>Improvise simple melodies utilizing “scat” syllables and embellishments.</p> <p>Improvise short melodies consistent with style, meter and tonality of a given accompaniment.</p> <p>Complete a simple melody applying given meter,</p>

		<p>rhythms and notes.</p> <p>Compose simple melodies making appropriate rhythmic and melodic choices within stated guidelines. (see #5 reading and Notating)</p>
<p>4. Students will read and notate music.</p>	<p>How is music read and written on the staff?</p>	<p>Identify all pitches within the clef and appropriate to his/her range.</p> <p>Read and be able to perform the following rhythms and their equivalent rests in 2/4,3/4,4/4,2/2,6/8: whole note, dotted half note, half note, quarter note and eighth note.</p> <p>Sight read simple melodies in key of C utilizing solfeggio syllables.</p> <p>Identify key signatures of pieces currently in use.</p> <p>Identify and perform and interpret the following dynamic markings: pp, p, mp,</p> <p>Understand and perform the following articulations: legato, staccato, ties and slurs.</p> <p>Interpret and perform the following musical directions: repeats, 1<sup>st</sup> and 2<sup>nd</sup> endings, D.C. and D.S. indications and multiple measure rests.</p>

<p>5. Students will listen to, analyze and describe music.</p>	<p>How is music heard and described? How can instruments be identified by their sound?</p>	<p>Define musical terms used in ensemble or solo music being studied.</p> <p>Identify and interpret melody, harmony, timbre and form in varied genres and styles using appropriate terminology. Identify key changes as they occur in a musical composition.</p> <p>Describe with appropriate terminology what is happening in a musical example being listened to: (i.e. dynamics, meter, entrances of voice parts, tempo or mood changes.)</p> <p>Identify and describe styles of music representing various cultures and periods of music.</p> <p>Identify and describe the four major voice classifications: soprano, alto, tenor and bass.</p>
<p>6. Students will evaluate music and music performances.</p>	<p>What makes a performance successful? How does an individual contribute to a successful performance?</p>	<p>Following Conductor, diction, articulation, expression, dynamics, pitch, blending, Concert etiquette.</p> <p>Evaluate musical performances and composition utilizing established criteria and offer suggestions for improvement.</p> <p>Explain their preferences for specific musical styles and performances using appropriate terminology.</p> <p>Evaluate rhythmic accuracy in performance of these meters: 2/4, 3/4, 4/4, 2/2, 6/8.</p>

		Evaluate accuracy with respect to rhythm, pitch, dynamics, tempo, form, harmony and melody, tone quality, balance and blend.
7. Students will understand relations among music, the other arts, and disciplines outside the arts.	What does music have in common other subjects? How are disciplines inter-related?	Compare and contrast the use of common elements (dominance, balance, repetition, contrast, etc.) in other works of art (painting, sculpture, theatre, dance, etc.)
8. Students will understand music in relation to history and culture.	What does music tell us about people and cultures?	Identify social, historical and cultural events and practices as they relate to music being studied.  Perform, respond and listen to music from a variety of cultures and periods.

### GRADE 6 GENERAL MUSIC

Standards	Essential Question	Knowledge & Skills
1. Students will sing alone and/or with others a varied repertoire of music.	How does one produce a good quality sound while singing?	Listening to self and others.  Listening for matching pitch.  Breath support.  Good tone quality.
2. Students will perform on pitched and non-pitched classroom instruments, alone and /or with others, a varied repertoire of music.	How can instruments be played musically in an ensemble?  How can various instruments be learned?	Percussion/Rhythm Unit.  Introductory Guitar Unit.  Transferring note reading knowledge from percussion to guitar.

3. Students will create, improvise, and/or compose music	What makes an effective composer?	Basic Song Form. Identify musical idea/ theme. Compose on guitar with given criteria.
4. Students will read and notate music.	How is music read and written on the staff?	Notate chords progressions, strumming rhythms, and melodies. Notate chords on standard Guitar Tablature Grids. Sight-read simple folk song melodies and chord changes.
5. Students will listen to, analyze and describe music.	How can instruments be identified by their sound? How is music heard and described?	Identify phrasing, form, repetition, style, meter, and contrast in class performances and recorded examples. Identify differences in timbre. (tone color)
6. Students will evaluate music and musical performances.	What is heard and observed in a musical performance?	Create or use a set criteria to evaluate musical performances and compositions (rubrics, evaluation forms, using music terminology) Evaluate (verbally and in writing) individual students performances.
7. Students will understand relations among music, the other arts, and disciplines outside the arts.	What does music have in common other subjects? How are disciplines inter-related?	Apply a knowledge of basic acoustics, electronic manipulations, and physics as it relates to the development of the guitar and sound production

		Compare and contrast the elements of music (form, color, texture) to the elements of art .
8. Students will understand music in relation to history and culture.	What does music tell us about people and cultures?	<p>Perform music from a variety of styles and periods on composition. To include: folk songs, classical, rock, and blues</p> <p>Observe and describe live, audio and videotaped performances by professional performers and/or composers.</p> <p>Demonstrate through performance their understanding of different musical styles and the relationship they have to specific historical periods.</p>

## HIGH SCHOOL MUSIC

### HIGH SCHOOL BAND GRADES 9-12

Standards	Essential Question	Knowledge & Skills (embedded throughout year)
1. Students will perform alone and/or with others a varied repertoire of music.	How can independent instrumentalists produce multi-part harmony?	<p>Perform, independently, demonstrating good posture and correct breath control.</p> <p>Ability to demonstrate appropriate dynamics, phrasing and interpretation.</p> <p>Perform melodies and excerpts in major and minor tonalities.</p> <p>Perform within the ensemble while responding to musical conducting gestures.</p>

<p>2. Students will perform on pitched and non-pitched classroom instruments, alone and /or with others, a varied repertoire of music.</p>	<p>How is an instrument played?  How do you play in an instrumental ensemble?</p>	<p>Demonstrate correct regular and alternate fingerings for all notes within the appropriate range of his/her instrument for this level.</p> <p>Perform one or more octaves of all 15 major scales and arpeggios.</p> <p>Perform one or more octaves of the natural, harmonic and melodic minor scales and arpeggios in the following keys: a, d, g, c, f, b-flat, e, b, f#.</p>
<p>3. Students will create, improvise, and/or compose music.</p>	<p>How is music composed and improvised?</p>	<p>Improvise rhythmic and melodic variations on given melodies in major and minor keys.</p> <p>Improvise melodies and rhythms using various musical techniques, including repetition, call and response, pattern sequencing, rhythmic variation and the use of major and minor scale patterns.</p> <p>Improvise original melodies and rhythms (percussion) over a given accompaniment with consistent, characteristic style, meter and tonality.</p> <p>Improvise within a simple structure of tonic, subdominant and dominant relationship in the keys of Bb, C and F for winds and melodic percussion. (i.e. blues progression and corresponding scales and modes)</p>

<p>4. Students will read and notate music.</p>	<p>How is music read and written on the staff?</p>	<p>Identify, define and notate all interpretive symbols appropriate to the music performed.</p> <p>Write the key signatures and notes for the following major scales: C, F, G, Bb, D, Eb, A, Ab, Db, E, Gb, B, and their related minor scales.</p> <p>Perform at sight rhythms containing the notes and rests and time signatures at grade level.</p> <p>Demonstrate knowledge of articulations: legato, tenuto, staccato and marcato.</p> <p>Interpret and perform appropriate dynamic markings and changes, tempo markings and changes and meter markings and changes in designated music.</p> <p>Interpret and perform directional markings in designated music of Grade III.</p> <p>Interpret, write and count given rhythms from Grade III level music using established counting system.</p> <p>Interpret and perform at sight music at the Grade II and III levels.</p> <p>Spell and write scales in the following major and minor keys: C, F, Bb, Eb, Ab, Db, Gb, Cb, G, D, A, E, B, F#, C#.</p> <p>Construct chords (major, minor, augmented, diminished, seventh) on any given note.</p>
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<p>5. Students will listen to, analyze and describe music.</p>	<p>How is music heard and described? How can instruments be identified by their sound?</p>	<p>Define given musical terms used in an ensemble or solo music being studied.</p> <p>Identify and describe the five elements of music. (melody, harmony, rhythm, form, timbre)</p> <p>Describe music performance practices of the Baroque, Classical, Romantic, Impressionistic and Twentieth Century periods of composition.</p> <p>Describe all time signatures by the number of beats per measure and the unit of beat.</p> <p>Identify, aurally and visually, key changes in given composition.</p> <p>Describe the harmonic functions of tonic, subdominant and dominant chords.</p> <p>Identify and explain compositional devices and techniques used in music studied such as unity, variety, tension, release, repetition, imitation, augmentation and diminution.</p>
<p>6. Students will evaluate music and music performances.</p>	<p>What criteria are used to evaluate a performance?</p>	<p>Create or use set criteria to evaluate musical performances and compositions.</p> <p>Evaluate musical performances (written) using the elements of music. (melody, rhythm, harmony, form, timbre)</p> <p>Evaluate (verbally and in writing) his/her individual and/or group performance/rehearsals, using proper descriptive terms.</p> <p>Aurally evaluate his/her individual tone quality using proper descriptive terms.</p>

		<p>Evaluate intonation and pitch to a standard, given note in the practical playing range of his/her instrument.</p> <p>Aurally discriminate among various instrumental timbres.</p>
<p>7. Students will understand relations among music, the other arts, and disciplines outside the arts.</p>	<p>What does music have in common other subjects?</p> <p>How are disciplines inter-related?</p>	<p>Explain how elements and artistic processes are used in the arts in general and specific ways and cite examples.</p> <p>Explain how elements are used to exhibit unity and variety, repetition and contrast, color and timbre within the arts and cite examples.</p> <p>Compare ways in which characteristic elements, styles and subject matter of other various disciplines outside the arts are interrelated with those of music.</p>
<p>8. Students will understand music in relation to history and culture.</p>	<p>What does music tell us about people and cultures?</p>	<p>Observe and describe live and/or videotaped performances by professional players and/or composers.</p> <p>Observe and perform music in a variety of styles and periods of composition, and be able to classify by genre or style and by historical period or culture.</p> <p>Demonstrate self/group confidence, discipline and accepted performance and audience decorum.</p>

		<p>Perform a variety of styles of American music; swing, popular, blues, march, serious contemporary, etc.</p> <p>Listen to recordings and live performances of quality music.</p> <p>Observe and describe different uses of music and its role in our culture and lives.</p>
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**HIGH SCHOOL CHORUS  
GRADES 9-12**

Standards	Essential Question	Knowledge & Skills (embedded throughout year)
1. Students will sing alone and/or with others a varied repertoire of music.	How do singers learn to perform in ensemble settings at the high school level?	<p>Sing independently, demonstrating good posture and correct breath control.</p> <p>Sing alone and in small and large ensembles demonstrating independence in executing his/her own part.</p> <p>Perform melodies and rhythms with appropriate dynamics while maintaining a steady tempo.</p> <p>Understand and identify basic conducting beats and gestures including: preparatory beats, attacks, releases, tempo changes, entrance cues, dynamic and other expressive gestures.</p> <p>Perform music of a variety of styles and cultures using expression, phrasing and timbre appropriate for the work being performed.</p>

		<p>Understand and be able to perform with others to achieve a refined ensemble sound including blend, balance and timbre.</p> <p>Perform accurately and expressively three and four part music.</p> <p>Perform music in the following meters: Duple: 2/2, 2/4, 2/8; Triple: 3/2, <math>\frac{3}{4}</math>, 3/8; Quadruple: 4/2, 4/4, 4/8; Compound Duple: 6/2, 6/4, 6/8; Compound Triple: 9/4, 9/8; Compound Quadruple: 12/4, 12/8, 12/16; Compound Quintuple: 5/4;</p> <p>Demonstrate appropriate care of his/her vocal mechanism.</p> <p>Demonstrate correct choral vowels and consonants.</p> <p>Perform music in different tonalities (including but not limited to major, minor, modal)</p>
2. Students will perform on pitched and non-pitched classroom instruments, alone and /or with others, a varied repertoire of music.	How do singers incorporate instruments into their skill set?	<p>Perform independent instrumental parts while other students sing or perform contrasting parts.</p> <p>Perform percussion instruments accompanying the ensemble, blending timbres, balancing dynamic levels demonstrating proper performance technique and responding to the cues of the conductor.</p>
3. Students will create, improvise, and/or compose music.	How is music composed and improvised?	<p>Improvise rhythmic and melodic variations on a given pentatonic melody and melodies in major and minor keys. The improvisation will consist largely of simple ornamentation, (e.g., trills, turns, mordents, passing tones) of the original</p>

		<p>melody.</p> <p>Compose and perform rhythmic variations to a given melody.</p>
4. Students will read and notate music.	How is music read and written on the staff?	<p>Identify all pitches within the clef and appropriate to his/her range.</p> <p>Read and be able to perform the following rhythms, dotted rhythms and their equivalent rests in 2/2, 2/4, 4/4, 3/8, 6/8, 9/8, 12/8; whole note, half note, quarter note, eighth note, sixteenth note, thirty-second note, dotted half note, dotted quarter note, dotted eighth note, dotted sixteenth note.</p> <p>Identify and describe time signatures by the number of beats per measure and the unit of beat including: 2/2, 2/4, 2/8, 3/2, 3/4, 3/8, 4/2, 4/4, 4/8, 6/2, 6/4, 6/8, 7/4, 9/4, 9/8, 12/4, 12/8,.</p> <p>Sight-read melodies in major and minor keys, utilizing solfeggio syllables, which may include triadic or intervallic leaps.</p> <p>Identify major or minor key signatures of repertoire currently in use.</p> <p>Identify and perform the dynamic markings from repertoire currently in use (including but not limited to: pp, p, mp, mf, f, ff, crescendo &amp; decrescendo sfz, sfzp cresc., fp.)</p> <p>Interpret and perform tempo markings from repertoire currently in use (including but not limited to: Largo, Lento, Adagio, Andante, Moderato, Allegretto, Allegro, Presto, Prestissimo, Accelerando, Ritardando,</p>

		<p>Rubato).</p> <p>Understand and perform the following articulations from repertoire currently in use: legato, staccato, marcato, tenuto, slurs, appropriate articulation, variety of attack, subtle crescendo/decrescendo.</p> <p>Interpret and perform musical score directions from repertoire currently in use (including but not limited to: repeat signs, 1<sup>st</sup> &amp; 2<sup>nd</sup> endings, D.C., D.S. indications, multiple measure rests, coda, D.C. Al Fine.)</p>
<p>5. Students will listen to, analyze and describe music.</p>	<p>How is music heard and described?</p> <p>How can instruments be identified by their sound?</p>	<p>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. The student is able to make one relevant and accurate observation, concerning three of the following characteristics: medium, form, melody, rhythm, harmony or texture, and expressive devices, for one of the works.</p> <p>Demonstrate knowledge and application of the technical vocabulary of music. The students can define and explain a minimum of fifty specified terms and symbols commonly used in music.</p> <p>Identify and explain compositional devices and techniques used to provide unity and variety and tension and release and form in a musical work.</p>

<p>6. Students will evaluate music and music performances.</p>	<p>What makes a performance successful?</p> <p>How does an individual contribute to a successful performance?</p>	<p>Evaluate verbally and in writing to the technical qualities of a performance, the expressive or musical qualities of a performance and the overall effect of the performance.</p> <p>Compare a musical performance, composition, arrangement, or improvisation to similar or exemplary models. Criteria will utilize specific music terminology based on the elements of music (melody, harmony, form, rhythm/meter)</p> <p>Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions. The student is able to comment on the aesthetic meaning of the work, the musical means by which the work conveys feeling, emotion and aesthetic meaning.</p>
<p>7. Students will understand relations among music, the other arts, and disciplines outside the arts.</p>	<p>What does music have in common other subjects?</p> <p>How are disciplines inter-related?</p>	<p>Compare and contrast elements, artistic processes and organizational principles that are used in similar and distinctive ways in the various arts using examples of balance, unity and variety, repetition and contrast. (architecture, visual arts (painting), sculpture, theater, dance and literature)</p> <p>Compare characteristics of two or more arts within a particular historical period or style.</p> <p>Explore 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.</p>

8. Students will understand music in relation to history and culture.	What does music tell us about people and cultures?	<p>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.</p> <p>Identify sources of American music genres, trace the evolution of those genres and cite well-known musicians associated with them.</p> <p>Identify various roles that musicians perform in various cultures, cite representative individuals who have functioned in each role and describe their activities and achievements.</p> <p>Perform, respond to, identify and recreate the historically significant music of various cultures.</p>