



Chariho Regional School District

Music Curriculum

Grades K-12

April, 2016

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Music Curriculum
Grades K-12**

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**Music Education
Task Force Membership**

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.

Introduction

The Chariho Regional School District music program is being revised to reflect National Core Arts Standards - Music.-This document will ensure that there is continuity across grade levels and that teaching practice is reflective of best thinking in the field. Our curriculum will be performance-based and will emphasize a hands-on approach to music education.

District Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

District Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

District Beliefs

We believe that high academic standards and research informed decision making are critical...

- All students can learn and meet or exceed rigorous standards.
- All students at every level must be engaged in rigorous and challenging academic experiences.
- Rigorous academic standards are the foundation of this school district.
- Instructional and program decisions must be data-informed and research-based.
- Learning is a continuous lifelong process.
- Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.
- The physical, social, and emotional wellness of every child is necessary for optimum learning.

We believe that the larger community must be fully engaged in the learning process...

- Education is a shared responsibility of students, parents, staff, and the community.
- Students thrive when supported, nurtured, and engaged by the community.
- In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.
- Schools must prepare students to be team members and leaders, community contributors, and productive citizens in a global society.

Report on Knowledge Base for Music Education

Our music programs will encourage students to do more than just listen to music; students will perform and be exposed to diverse musical genres. Our program will emphasize active, hands-on learning and will become more intensive and comprehensive as students progress. Students of music will exercise choice, control, and responsibility for their music. We will use music as a catalyst to encourage deep thinking in other disciplines. Our program will not only help students to evaluate music, but will provide students with the opportunity to have their music evaluated. The special talents of our music students will be nurtured. Students of music will have many opportunities to share their work. They will be exposed to musical influences in spaces other than the music classroom.

Hallmarks of Excellence for Music

Desirable Features of the Curriculum

MORE

- Realization that music is a relevant entity, ever-changing and growing
- Music as a valid academic study, as well as a vibrant art form
- Music as resource
- Performance of music
- Creation of music through legitimate composition practice, and improvisation
- Exploration of a variety of music forms and styles
- Student input, involvement and responsibility
- Performance-based assessment
- Continuity and frequency of classroom meetings
- Reasonably balanced music classes
- Immersion of music into the culture of the school
- Principal, parent, and staff involvement in the arts

LESS

- Understanding that there is one style of music and it exists in a vacuum
- Music is a frill or extra
- Music as “recess”
- Paperwork
- Memorization
- Study of existing literature
- Emphasis on Western music
- Tasks that require identical products
- Paper and pencil assessment
- Once per week classes that lack continuity
- Overcrowded classes
- Isolated performances
- Passive commitment to the arts

**Statement of Educational Goals
for
Music**

The graduate of Chariho High School will display an appreciation and respect for diverse musical styles and performers. Using the language of music, our students will understand and use the various tools, styles, and forms of the discipline. For those who pursue their musical talents, a deeper understanding and performance proficiency will be attained.

National Core Arts Standards for Music K-12

The Chariho Regional School District Music Standards for grades K-12 are:

Music - Creating

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Imagine: Generate musical ideas for various purpose and contexts.

MU:Cr1.1

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Anchor Standard #2: Organize and develop artistic ideas and work.

Plan and Make: Select and develop musical ideas for defined purposes and contexts.

MU:Cr2.1

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Anchor Standard #3: Refine and complete artistic work.

Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

MU: Cr3.1

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

MU: Cr3.2

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Music - Performing

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.

Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.

MU:Pr4.1

Enduring Understanding: Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Analyze: Analyze the structure and context of varied musical works and their implications for performance.

MU: Pr4.2

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Interpret: Develop personal interpretations that consider creators' intent.

MU:Pr4.3

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Anchor Standard #5: Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr5.1

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Anchor Standard #6: Convey meaning through the presentation of artistic work.

Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Music - Responding

Anchor Standard #7: Perceive and analyze artistic work.

Select: Choose music appropriate for a specific purpose or context.

MU:Re7.1

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Analyze: Analyze how the structure and context of varied musical works inform the response.

MU:Re7.2

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music

Essential Question: How does understanding the structure and context of music inform a response?

Anchor Standard #8: Interpret intent and meaning in artistic work.

Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.

MU:Re8.1

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern musical creators' and performers' expressive intent?

Anchor Standard #9: Apply criteria to evaluate artistic work.

Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Re9.1

Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Music - Connecting

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.

Connect: Synthesize and relate knowledge and personal experiences to make music.

MU:Cn10.0

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Connect: Relate musical ideas and works with varied context to deepen understanding.

MU:Cn11.0

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Music Standards by Grade and Course

General Music (K-8)

Music Strand Standards

Music - Creating

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Students will demonstrate the ability to:

Kindergarten:

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

- Sing and perform a variety of simple songs of varying beats and melodic contour.
- Compose an original melodic or rhythmic ostinato (simple repeated pattern) on a variety of Orff and small percussion instruments or through movement.

Grade 1:

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr1.1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

- With limited guidance, compose simple musical ideas utilizing call and response in a variety of meters and tonalities.

Grade 2:

MU:Cr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

MU:Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

- Improvise simple musical ideas using a variety of percussion instruments.
- Create simple musical ideas utilizing call and response in a variety of meters and tonalities.

Grade 3:

MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and

social).

MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

- Improvise simple musical ideas on the recorder and a variety of percussion instruments.
- Compose simple musical ideas in AB, ABA or Rondo forms using a variety of meters and tonalities.

Grade 4:

MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

- Improvise simple melodic and harmonic ideas on the recorder and a variety of percussion instruments, including World Music.
- Compose simple melodic and harmonic ideas in AB, ABA or Rondo forms using a variety of meters and tonalities.

Grade 5:

MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

- Improvise rhythms connected to Medieval times and Baroque era.
- Collaborate with peers to create an original rhythmic composition using various rhythm instruments, while responding to simple chord changes.

Grade 6:

MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

- Compose an original melody within AB and ABA form using standard notation in the key of C major on the bell kit, utilizing a variety of dynamics

Grade 7:

MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

- Compose an original melody on the keyboard utilizing two simple chords (i.e. Chords C and G7) with a variety of dynamics within a designated form such as AB, ABA, or theme and variations.

Grade 8:

MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

- Originate a twelve-bar blues using I, IV, and V Chords within expanded forms such as AABA form on guitar.

Anchor Standard #2: Organize and develop artistic ideas and work.

Students will demonstrate the ability to:

Kindergarten:

MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.

MU:Cr2.1.Kb With guidance, organize personal musical ideas using iconic notation and/or recording technology.

- Through listening or performance, select favorite musical examples.
- With guidance, develop a melodic or rhythmic idea on a variety of Orff and percussion instruments using iconic notation.

Grade 1:

MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

- With limited guidance, discuss favorite musical examples and identify evidence of expressive intent, i.e. lyrics or dynamics.
- With limited guidance, develop a melodic or rhythmic idea on a variety of Orff and percussion instruments using iconic or standard notation.

Grade 2:

MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

MU:Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

- Discuss favorite musical examples and explain why different notes, rhythms and dynamics were used.
- Develop a melodic or rhythmic idea on a variety of Orff and percussion instruments using iconic or standard notation.

Grade 3:

MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

- Compose or improvise a simple original melodic or rhythmic idea on the recorder or percussion instruments using various notes and rests in standard or iconic notation.
- Discuss why different notes, rhythms and dynamics were used.

Grade 4:

MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

- Compose, improvise, or arrange a simple original melodic or rhythmic idea on the recorder or percussion instruments using various notes and rests in standard or iconic notation.
- Explain why different notes, rhythms and dynamics were used.

Grade 5:

MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

- Compose, improvise, or arrange an original rhythmic composition using various rhythm instruments, while responding to simple chord changes using various notes and rests in standard or iconic notation.
- Explain how rhythms and dynamics connected to Medieval times and the Baroque era were used in the composition.

Grade 6:

MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

- Compose an original melody in AB or ABA form using standard notation on the bell kit using various notes and rests in standard or iconic notation.
- Explain how rhythms and dynamics connected to Classical and Romantic Eras were used in the composition.

Grade 7:

MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

- Compose an original melody in AB, ABA, or song form using standard notation on the keyboard.
- Explain how rhythms and dynamics connected to American Jazz were used in the composition.

Grade 8:

MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

- Compose an original melody in a 12 bar blues form (AAB or AABA form) using standard notation on the guitar.
- Explain how rhythms and dynamics connected to Rock and Roll music were used in the composition.

Anchor Standard #3: Refine and complete artistic work.

Students will demonstrate the ability to:

Kindergarten:

MU:Cr3.1.Ka With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.

- With guidance, make adjustments to original rhythmic or melodic ideas using various Orff and percussion instruments using feedback from the teacher or peers.
- With guidance, perform original rhythmic or melodic ideas for peers.

Grade 1:

MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

- With limited guidance, make adjustments to original rhythmic or melodic ideas using various Orff and percussion instruments using feedback from the teacher or peers.
- With limited guidance, perform original rhythmic or melodic ideas with expressive intent, for peers or informal audience.

Grade 2:

MU:Cr3.1.2a Interpret and apply personal, peer, and teacher feedback to revise personal music.

MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

- Make selected adjustments to original rhythmic or melodic ideas using various Orff and percussion instruments using feedback from the teacher or peers.
- Perform original rhythmic or melodic ideas with expressive intent, for peers or informal audience.

Grade 3:

MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.

- Evaluate, refine, and document adjustments to original rhythmic or melodic ideas using recorder or percussion instruments using a teacher provided rubric.
- Perform original rhythmic or melodic ideas, describing expressive intent for peers or informal audience.

Grade 4:

MU:Cr3.1.4a Evaluate, refine, and document revisions to personal music, applying teacher- provided and collaboratively-developed criteria and feedback to show improvement over time.

MU:Cr3.2.4a Present the final version of personal created music to others, and explain connection to expressive intent.

- Evaluate, refine, and document adjustments to original rhythmic or melodic ideas using recorder or percussion instruments using a teacher provided rubric, showing improvement over time.
- Perform original rhythmic or melodic ideas, explaining expressive intent for peers or informal audience.

Grade 5:

MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

- Evaluate, refine, document, and explain adjustments to original rhythmic idea using a teacher provided rubric.
- Perform completed and polished original rhythmic ideas, explaining expressive intent for peers or informal audience.

Grade 6:

MU:Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.6b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

- Evaluate an original melody using standard notation on the bell kit using a teacher created rubric.
- Justify revisions to one's work based on rubric criteria and feedback.
- Evaluate, refine, document, and explain adjustments to original rhythmic idea using a teacher provided rubric.

- Perform completed and polished original bell composition, explaining expressive intent.

Grade 7:

MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

- Evaluate an original melody created on the keyboard applying basic elements of style and form.
- Perform completed and documented original keyboard composition, explaining expressive intent with unity and variety.

Grade 8:

MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

- Evaluate an original melody created on the guitar by selecting and applying compositional criteria.
- Justify revisions to one's work based on rubric criteria and feedback.
- Perform completed and documented original guitar composition, demonstrating compositional technique and basic elements of style and form.

Music - Performing

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.

Students will demonstrate the ability to:

Kindergarten:

MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in

a variety of music selected for performance.

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

- With guidance, discuss performances from a variety of genres of music emphasizing personal interests.
- With guidance, demonstrate through performance, musical concepts such as steady beat, high/low, fast/slow and loud/soft.
- Perform with expressive qualities.

Grade 1:

MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

- With limited guidance, discuss performances from a variety of genres of music emphasizing personal interests.
- With limited guidance, demonstrate through performance, musical concepts such as steady beat and melodic contour.
- Read and perform rhythmic patterns using iconic or standard notation.
- Perform a variety of repertoire from various cultures with expressive qualities.

Grade 2:

MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

- Discuss performances from a variety of genres of music emphasizing personal interests.
- Demonstrate through performance, musical concepts such as tonality and meter.
- Read and perform rhythmic and melodic patterns using iconic or standard notation.
- Perform a variety of repertoire from various cultures, demonstrating an understanding of expressive qualities and how they

are used.

Grade 3:

MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.

MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

- Distinguish reasons for the selection of music for various performances, including personal and social context.
- Demonstrate through performance, movement, or writing, an understanding of musical structure.
- Read and perform rhythmic patterns and melodic phrases using iconic or standard notation, describing expressive qualities and how they are used.

Grade 4:

MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

MU:Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.

MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

- Outline reasons for the selection of music for various performances, including personal and social context and technical skill.
- Demonstrate through performance, movement, or writing, an understanding of musical structure and elements.
- Read and perform repertoire using iconic or standard notation, describing the intent of expressive qualities.

Grade 5:

MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

MU:Pr4.2.5b When analyzing selected music, read and perform using standard notation

MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

- Explain reasons for how the selection of music for various performances is influenced by personal and social context and technical skill.
- Demonstrate through performance, whole, dotted half, half, quarter, and eighth note rhythms and rests accurately.
- Explain the social, cultural, and historical context of Medieval, Renaissance and Baroque music.
- Read and perform repertoire on the drum pad using iconic or standard notation, describing the intent of expressive qualities.

Grade 6:

MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

MU:Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance.

MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation and dynamics

MU: Pr4.2.6c Identify how cultural and historical context inform performances.

MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

- Apply and explain criteria (citing form and elements of music) for the selection of music for various performances.
- Analyze musical selections by identifying standard notation.
- Explain the social, cultural, and historical context of Classical and Romantic music.
- Read and perform repertoire on bells using standard notation, demonstrating expressive qualities.

Grade 7:

MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.

MU:Pr4.2.7c Identify how cultural and historical context inform performances and result in different music interpretations.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

- Apply collaboratively-developed criteria (citing form and elements of music) for the selection of music for various performances identifying expressive qualities and technical challenges.
- Identify how social, cultural, and historical context results in differing interpretations of Jazz performances.
- Analyze, explain, and expressively perform contrasting keyboard repertoire using standard notation.

Grade 8:

MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation

MU:Pr4.2.8c Identify how cultural and historical context inform performances and result in different musical effects.

MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

- Apply personally-developed criteria (citing form and elements of music) for the selection of music for various performances explaining expressive qualities and technical challenges.
- Compare and contrast different pieces of music using appropriate musical terminology.
- Analyze and sight-read simple rhythmic, melodic, and/or harmonic notation.
- Identify how social, cultural, and historical context results in differing interpretations of Rock and Roll performances.
- Explain and expressively perform contrasting guitar repertoire demonstrating the elements of music.

Anchor Standard #5: Develop and refine artistic techniques and work for presentation.

Students will demonstrate the ability to:

Kindergarten:

MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

- With guidance, make adjustments to performance techniques on various Orff and percussion instruments using feedback from the teacher or peers.
- With guidance, make adjustments to performance of expressive qualities on various Orff and percussion instruments using feedback from the teacher or peers.

Grade 1:

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances

MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

- With limited guidance, make adjustments to performance techniques on various Orff and percussion instruments using feedback from the teacher or peers.
- With limited guidance, make adjustments to performance based on appropriate interpretations of the music.

Grade 2:

MU:Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

MU:Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

- Evaluate accuracy, expressiveness, and effectiveness of a performance using a teacher provided rubric.
- Make adjustments to performance based on appropriate interpretations and technical challenges of the music.

Grade 3:

MU:Pr5.1.3a Apply teacher- provided and collaboratively- developed criteria and feedback to evaluate accuracy of ensemble performances.

MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

- Apply a provided rubric to evaluate the accuracy of an ensemble performance.
- Make adjustments to performance based on appropriate interpretations, expressive qualities, and technical challenges of the music.

Grade 4:

MU:Pr5.1.4a Apply teacher-provided and collaboratively- developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

- Apply a provided rubric to evaluate the accuracy and expressiveness of an ensemble or personal performance.
- Make adjustments to performance based on appropriate interpretations, expressive qualities, and technical challenges of the music.

Grade 5:

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

- Practice and perform a variety of music both alone and with others, on the drum pad or other percussion instruments, through the use of teacher created criteria

Grade 6:

MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

- Practice and perform a variety of music both alone and with others, on the bell kit or other percussion instruments, through the use of teacher created criteria

Grade 7:

MU:Pr5.1.7a Identify and apply collaboratively- developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

- Practice and perform a variety of music both alone and with others, on the keyboard, through the use of peer generated criteria.

Grade 8:

MU:Pr5.1.8a Identify and apply personally- developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

- Practice and perform a variety of music both alone and with others, on the guitar, through the use of personally developed criteria.

Anchor Standard #6: Convey meaning through the presentation of artistic work
Students will demonstrate the ability to:

Kindergarten:

MU:Pr6.1.Ka With guidance, perform music with expression.

MU:Pr6.1.Kb Perform appropriately for the audience.

- With guidance, perform simple folk songs with expression.
- Through performance, demonstrate proper performance etiquette.

Grade 1:

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

MU:Pr6.1.1b Perform appropriately for the audience and purpose.

- With limited guidance, perform simple songs with expression.
- Through performance, demonstrate proper performance etiquette with a consideration of the occasion.

Grade 2:

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

MU:Pr6.1.2b Perform appropriately for the audience and purpose.

- Accurately perform simple songs with expression.
- Through performance, demonstrate proper performance etiquette with a consideration of the occasion.

Grade 3:

MU:Pr6.1.3a Perform music with expression and technical accuracy.

MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

- Accurately perform simple songs with expression, including recorder repertoire.
- Demonstrate appropriate decorum and etiquette as both performer and audience member.

Grade 4:

MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

- Accurately perform solo or ensemble repertoire with expression and appropriate interpretation, including recorder repertoire.
- Demonstrate appropriate decorum and etiquette as both performer and audience member.

Grade 5:

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

- Accurately perform solo or ensemble repertoire with expression and appropriate interpretation, including non-pitched percussion repertoire.
- Demonstrate appropriate decorum and etiquette as both performer and audience member.

Grade 6:

MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.

MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

- Accurately perform solo or ensemble repertoire expressing creator's intent, including pitched percussion repertoire.
- Demonstrate appropriate decorum and etiquette as both performer and audience member.

Grade 7:

MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate

for venue, purpose, and context.

- Accurately perform solo or ensemble repertoire expressing creator's stylistic intent, including keyboard repertoire.
- Demonstrate appropriate decorum and etiquette as both performer and audience member.

Grade 8:

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

- Accurately perform solo or ensemble repertoire expressing creator's stylistic and cultural intent, including guitar repertoire.
- Demonstrate appropriate decorum and etiquette as both performer and audience member.

Music - Responding

Anchor Standard #7: Perceive and analyze artistic work.

Students will demonstrate the ability to:

Kindergarten:

MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

- Discuss music from a variety of genres, emphasizing personal interest.
- Demonstrate different musical concepts such as steady beat or melodic contour.

Grade 1:

MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

- With limited guidance, discuss music from a variety of genres, emphasizing personal interest for specific occasions.
- With limited guidance, demonstrate and identify the use of different musical concepts such as high/low or fast/slow for various types of music.

Grade 2:

MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.

- Discuss orally or in writing, music from a variety of genres emphasizing personal interest for specific occasions.
- Demonstrate and explain the use of different musical concepts for various types of music.

Grade 3:

MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

- Discuss orally or in writing, how music from a variety of genres is connected to various interests and experiences.
- Respond to various types of music by describing the use of musical elements, such as form and meter, and the context.

Grade 4:

MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

- Explain how music from a variety of genres is connected to various interests, experiences and contexts.
- Respond to various types of music by explaining the use of musical elements, such as form and meter, and the context.

Grade 5:

MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

- Explain, citing evidence, how music from a variety of genres is connected to various interests, experiences and contexts.
- Respond, by citing evidence, to various types of music from the Medieval, Renaissance and Baroque Eras by explaining the use of musical elements, such as form, meter, and context.

Grade 6:

MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose

MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces.

MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.

- Through listening to a selected piece, describe the elements of music with an emphasis on expressive qualities, structure, and context, from a variety of genres including music from the Classical and Romantic Eras using appropriate musical terminology.

Grade 7:

MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.

MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.

- Compare contrasting instrumentation within different types of American Jazz.
- Through listening, describe the elements of music with an emphasis on expressive qualities from a variety of genres including music from different time periods of American Jazz using appropriate musical terminology.

Grade 8:

MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

MU:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music.

MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

- Compare contrasting pieces of music from a variety of music from different eras, emphasizing instrumental development and historical and social context.
- Through listening, describe the elements of music with an emphasis on expressive qualities from a variety of genres including music from different time periods of Rock and Roll using appropriate musical terminology.

Anchor Standard #8: Interpret intent and meaning in artistic work.
Students will demonstrate the ability to:

Kindergarten:

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

- With guidance, demonstrate through listening or performance, the various expressive qualities of selected listening examples.

Grade 1:

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

- With limited guidance, demonstrate through listening or performance, the various expressive qualities of selected listening examples.

Grade 2:

MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

- Demonstrate through listening or performance, various musical concepts and expressive qualities of selected listening examples.

Grade 3:

MU:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

- Demonstrate and describe through listening or performance, how the various expressive qualities (such as dynamics and tempo) are used in selected listening examples.

Grade 4:

MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

- Demonstrate and explain through listening or performance, how the various expressive qualities (including timbre) are used in selected listening examples and personal interpretations.

Grade 5:

MU:Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

- Demonstrate and explain through listening or performance how the various expressive qualities (including articulation), are used in selected listening examples and personal interpretations.

Grade 6:

MU:Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

- Describe, through selected listening examples from a variety of genres including the Classical and Romantic Eras, how various elements of music and expressive qualities convey expressive intent.

Grade 7:

MU:Re8.1.7a Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.

- Describe and explain, through selected contrasting listening examples from a variety of genres including Jazz, how various elements of music and expressive qualities convey expressive intent.

Grade 8:

MU:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

- Describe, explain, and cite selected contrasting listening examples from a variety of genres, including early and modern Rock and Roll, how various elements of music and expressive qualities convey expressive intent.

Anchor Standard #9: Apply criteria to evaluate artistic work.
Students will demonstrate the ability to:

Kindergarten:

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

- With guidance, through listening or performance, identify favorite musical selections based on personal and expressive preference.

Grade 1:

MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

- With limited guidance, through listening or performance, identify favorite musical selections for specific occasions based on personal and expressive preference.

Grade 2:

MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.

- Through listening or performance, identify favorite musical selections for specific occasions based on personal and expressive preference.

Grade 3:

MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

- Evaluate musical works and recorder or percussion instruments performances using a teacher provided rubric.

Grade 4:

MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

- Using teacher created rubrics, evaluate a variety of musical works and recorder or percussion performances, while explaining appropriateness to the context.

Grade 5:

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

- Using teacher created rubrics evaluate a variety of musical works and percussion performances, explaining appropriateness to the context and citing evidence.

Grade 6:

MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.

- Using teacher-created rubrics evaluate a variety of musical works, including Classical and Romantic music, using proper musical terminology and referencing context and the elements of music.

Grade 7:

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

- Using teacher-created rubrics evaluate a variety of musical works, including Jazz, using proper musical terminology and referencing context and the elements of music.

Grade 8:

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

- Using personally-developed, teacher-approved criteria, evaluate a variety of musical works, including Contemporary music, using proper musical terminology and referencing context and the elements of music.

Music - Connecting

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.

Students will demonstrate the ability to:

Kindergarten:

MU:Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Discuss how one's personal experience contributes to creating, performing and responding to simple folk songs.

Grade 1:

MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Discuss how one's personal experience contributes to creating, performing and responding to a variety of music.

Grade 2:

MU:Cn10.0.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Demonstrate orally and/or in writing how one's personal experience contributes to creating, performing and responding to a variety of genres of music.

Grade 3:

MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Demonstrate orally and/or in writing how one's personal experience contributes to creating, performing and responding to a variety of genres of music, including recorder repertoire.

Grade 4:

MU:Cn10.0.4a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Demonstrate orally and/or in writing how one's personal experience contributes to creating, performing in an ensemble, and responding to a variety of genres of music, including recorder repertoire.

Grade 5:

MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Demonstrate orally and/or in writing how one's personal experience contributes to creating, performing, and responding to Medieval, Renaissance and Baroque Era music.

Grade 6:

MU:Cn10.0.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Demonstrate orally and/or in writing how one's personal experience contributes to creating, performing, and responding to Classical and Romantic Era music.

Grade 7:

MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Demonstrate orally and/or in writing how one's personal experience contributes to creating, performing, and responding to American Jazz music.

Grade 8:

MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Demonstrate orally and/ or in writing how one's personal experience contributes to creating, performing, and responding to Rock and Roll music.

Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Students will demonstrate the ability to:

Kindergarten:

MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Through performance or listening, discuss the meaning and context of the musical selection and make connections to other arts and daily life.

Grade 1:

MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Through performance or listening, discuss the meaning and context of the musical selection and make connections to literacy, other arts, and daily life.

Grade 2:

MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Through performance or listening, discuss orally and/or reflect on the meaning and context of the musical selection and make connections to literacy, math, other arts, and daily life.

Grade 3:

MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Through performance or listening, discuss orally and/or write about the meaning and personal and social context of the musical selection and make connections to other arts and academic classes.

Grade 4:

MU:Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Through performance or listening, discuss orally and/or write about the meaning and social and cultural context of the

musical selection and make connections to other arts and academic classes.

Grade 5:

MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Through performance or listening, discuss orally and/or write about the meaning and context of the musical selection and make connections to Medieval, Renaissance, and Baroque Eras.

Grade 6:

MU:Cn11.0.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Through performance or listening, discuss orally and/or write about the meaning and context of the musical selection and make connections to Classical and Romantic Eras.

Grade 7:

MU:Cn11.0.7a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Through performance or listening, discuss orally and/or write about the meaning and context of the musical selection and make connections to American Jazz.

Grade 8:

MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Through performance or listening, discuss orally and/or write about the meaning and context of the musical selection and make connections to Rock and Roll music during the 1950's through present day.

Trimester	Gr. K General Music Year at a Glance	Standards
1	<ul style="list-style-type: none"> ● Use and care of classroom instruments. ● Play classroom instruments softly and loudly. ● Keeping a steady beat. ● Performing simple quarter and eighth note rhythmic patterns. 	MU:Cr1.1.Ka MU:Pr6.1.Ka MU:Re7.2.Ka
2	<ul style="list-style-type: none"> ● Singing simple songs. ● Creating and performing simple quarter and eight note rhythmic patterns. ● Practice appropriate behavior as a member of an audience. ● Identify and demonstrate various methods of vocal expression (singing, speaking, shouting, etc.). 	MU:Cr1.1.Kb MU:Cr2.1.Kb MU:Cr3.1.Ka MU:Cr3.2.Ka MU:Pr4.3.Ka MU:Pr5.1.Ka MU:Pr5.1.Kb MU:Cn11.0.Ka
3	<ul style="list-style-type: none"> ● Perform call and response songs. ● Respond to favorite songs using words or pictures ● Identify and perform high/low, fast/slow, and loud/soft sounds. 	MU:Pr4.2.Ka MU:Pr6.1.Kb MU:Re8.1.Ka MU:Cn10.0.Ka MU:Re9.1.Ka MU:Re7.1.Ka MU:Pr4.1.Ka MU:Cr2.1.Ka

Trimester	Gr. 1 General Music Year at a Glance	Standards
1	<ul style="list-style-type: none"> ● Using classroom instruments correctly and choosing appropriate instruments for different occasions. ● Keeping a steady beat on barred percussion instruments. ● Creating and performing quarter note, quarter rest, and eighth note rhythmic patterns. 	MU:Cr1.1.1a MU:Cr1.1.1b MU:Pr4.2.1b MU:Re9.1.1a MU:Cn11.0.1a
2	<ul style="list-style-type: none"> ● Singing, playing, and creating so/mi melodies. ● Creating body movements to show form. ● Performing rhythmic ostinatos. 	MU:Cr2.1.1b MU:Cr3.1.1a MU:Cr3.2.1a MU:Pr4.2.1a MU:Pr5.1.1a
3	<ul style="list-style-type: none"> ● Respond to listening selections using words or pictures ● Identify high/low, loud/soft, fast/slow sounds in various musical selections. ● Create and perform rhythmic patterns of varying tempo and dynamic level to accompany a song or story. 	MU:Cr2.1.1a MU:Pr4.1.1a MU:Pr4.3.1a MU:Pr5.1.1b MU:Pr6.1.1a MU:Pr6.1.1b MU:Re7.1.1a MU:Re7.2.1a MU:Re8.1.1a MU:Cn10.0.1a

Trimester	Gr. 2 General Music Year at a Glance	Standards
1	<ul style="list-style-type: none"> ● Playing simple melodic lines on barred instruments. ● Performing and creating melodies with dynamic contrast. ● Performing and creating rhythmic patterns using half notes. 	MU:Cr1.1.2a MU:Cr1.1.2b MU:Cr2.1.2a MU:Cr2.1.2b MU:Pr4.2.2a MU:Pr4.2.2b
2	<ul style="list-style-type: none"> ● Using body movements to show melodic contour. ● Singing, playing, and creating melodies using so, mi, and la. ● Creating and performing rhythmic ostinatos. 	MU:Cr3.1.2a MU:Cr3.2.2a MU:Pr5.1.2a MU:Pr5.1.2b MU:Pr6.1.2a MU:Pr6.1.2b
3	<ul style="list-style-type: none"> ● Identifying orchestral instruments and exploring the ways they are used in various musical genres. ● Responding to various listening selections using words and pictures and identifying composer's possible intent. 	MU:Pr4.1.2a MU:Pr4.3.2a MU:Re7.1.2a MU:Re7.2.2a MU:Re8.1.2a MU:Re9.1.2a MU:Cn10.0.2a MU:Cn11.0.2a

Trimester	Gr. 3 General Music Year at a Glance	Standards
1	<ul style="list-style-type: none"> ● Using the treble staff when creating and performing simple melodies. ● Creating and performing rhythmic and melodic ostinatos. 	MU:Cr1.1.3a MU:Cr1.1.3b MU:Cr2.1.3b MU:Cn10.0.3a MU:Cn11.0.3a
2	<ul style="list-style-type: none"> ● Performing simple melodies on soprano recorder alone and as an ensemble. ● Evaluating technique and accuracy of performances by themselves and peers. 	MU:Pr4.1.3a MU:Pr4.2.3a MU:Pr4.2.3b MU:Pr4.2.3c MU:Pr4.3.3a MU:Pr5.1.3a MU:Pr5.1.3b MU:Pr6.1.3a MU:Pr6.1.3b MU:Re9.1.3a
3	<ul style="list-style-type: none"> ● Composing simple melodies for soprano recorder. ● Responding to listening examples of various genres. 	MU:Cr2.1.3a MU:Cr3.1.3a MU:Cr3.2.3a MU:Re7.1.3a MU:Re7.2.3a MU:Re8.1.3a

Trimester	Gr. 4 General Music Year at a Glance	Standards
1	<ul style="list-style-type: none"> ● Identifying musical forms such as AABA, ABAB, ABCA, etc. ● Performing written and improvised melodies and harmonies on soprano recorder alone and as part of an ensemble. 	MU:Cr1.1.4a MU:Pr4.1.4a MU:Pr4.2.4a MU:Pr4.2.4b MU:Pr4.2.4c MU:Pr5.1.4a MU:Pr5.1.4b MU:Pr6.1.4a MU:Pr6.1.4b MU:Cn11.0.4a
2	<ul style="list-style-type: none"> ● Responding to various listening selections and discussing composer's possible intent. 	MU:Pr4.3.4a MU:Re7.1.4a MU:Re7.2.4a MU:Re8.1.4a MU:Re9.1.4a MU:Cn10.0.4a
3	<ul style="list-style-type: none"> ● Composing melodies for soprano recorder within a specified form. 	MU:Cr1.1.4b MU:Cr2.1.4a MU:Cr2.1.4b MU:Cr3.1.4a MU:Cr3.2.4a

Quarter	Gr. 5 General Music Year at a Glance	Standards
1	<ul style="list-style-type: none"> ● Relate music to other subjects. ● Review of basic music terminology. ● Review of notes, rest, and time signatures. ● Practice rhythms on drum pads. 	MU:Cr1.1.5a MU:Pr4.2.5a MU:Pr4.2.5b MU:Pr4.3.5a MU:Pr5.1.5a MU:Pr5.1.5b MU:Pr6.1.5a MU:Cn11.0.5a
2	<ul style="list-style-type: none"> ● Practice rhythms on drum pads. ● Rhythm composition. 	MU:Cr1.1.5b MU:Cr2.1.5a MU:Cr2.1.5b MU:Cr3.1.5a MU:Cr3.2.5a MU:Pr4.2.5a MU:Pr4.2.5b MU:Pr4.3.5a MU:Pr5.1.5a MU:Pr5.1.5b MU:Pr6.1.5a MU:Pr6.1.5b MU:Re8.1.5a MU:Re9.1.5a CCSS ELA RI.5.6
3	<ul style="list-style-type: none"> ● What is music? ● History of Medieval Era Music. ● History of Renaissance Era Music. 	MU:Pr4.2.5c MU:Re7.1.5a MU:Re7.2.5a MU:Re9.1.5a MU:Cn10.0.5a

4	<ul style="list-style-type: none"> ● History of Renaissance Era Music. ● History of Baroque Era Music. 	MU:Pr4.2.5c MU:Re7.2.5a
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Quarter	Gr. 6 General Music Year at a Glance	Standards
1 or 3	<ul style="list-style-type: none"> ● Relate music to other subjects. ● Classical Era History. ● Romantic Era History. 	MU:Pr4.2.6c MU:Re7.1.6a MU:Re7.2.6a MU:Re7.2.6b MU:Re8.1.6a MU:Re9.1.6a MU:Cn10.0.6a MU:Cn11.0.6a CCSS ELA RI.6.7
2 or 4	<ul style="list-style-type: none"> ● Review notes and basic music terminology. ● Practice and perform selected repertoire on bell kits. ● Bell Composition. 	MU:Cr1.1.6a MU:Cr2.1.6a MU:Cr2.1.6b MU:Cr3.1.6a MU:Cr3.1.6b MU:Cr3.2.6a MU:Pr4.1.6a MU:Pr4.2.6b MU:Pr4.2.6a MU:Pr4.2.6b MU:Pr4.3.6a MU:Pr5.1.6a MU:Pr6.1.6a MU:Pr6.1.6b MU:Cn10.0.6a CCSS ELA SL.6.1

Quarter	Gr. 7 General Music Year at a Glance	Standards
1 or 3	<ul style="list-style-type: none"> ● Relate music to other subjects. ● History of Jazz. ● Musicals. 	MU:Pr4.2.7c MU:Re7.1.7a MU:Re7.2.7a MU:Re7.2.7b MU:Re8.1.7a MU:Re9.1.7a MU:Cn10.0.7a MU:Cn11.0.7a CCSS ELA RI.7.7 ISTE 3 ISTE 5
2 or 4	<ul style="list-style-type: none"> ● Review notes and basic music terminology. ● Practice and perform selected repertoire on the keyboards. ● Keyboard Composition. 	MU:Cr1.1.7a MU:Cr2.1.7a MU:Cr2.1.7b MU:Cr3.1.7a MU:Cr3.2.7a MU:Pr4.1.7a MU:Pr4.2.7a MU:Pr4.2.7b MU:Pr4.3.7a MU:Pr5.1.7a MU:Pr6.1.7a MU:Pr6.1.7b MU:Cn10.0.7a CCSS ELA SL.7.1

Quarter	Gr. 8 General Music Year at a Glance	Standards
1 or 3	<ul style="list-style-type: none"> ● Relate music to other subjects. ● Comparison of different genres of music. ● History of Rock n' Roll - 1950's. ● History of Rock n' Roll - 1960's. ● History of Rock n' Roll - 1970's and beyond. 	MU:Pr4.2.8c MU:Re7.1.8a MU:Re7.2.8a MU:Re7.2.8b MU:Re8.1.8a MU:Re9.1.8a MU:Cn10.0.8a MU:Cn11.0.8a CCSS ELA RI.8.7 ISTE 3 ISTE 5
2 or 4	<ul style="list-style-type: none"> ● Review notes and basic music terminology. ● Practice and perform selected repertoire on the guitar. ● Guitar Composition. 	MU:Cr1.1.8a MU:Cr2.1.8a MU:Cr2.1.8b MU:Cr3.1.8a MU:Cr3.1.8b MU:Cr3.2.8a MU:Pr4.1.8a MU:Pr4.2.8a MU:Pr4.2.8b MU:Pr4.3.8a MU:Pr5.1.8a MU:Pr6.1.8a MU:Pr6.1.8b MU:Cn10.0.8a CCSS ELA SL.8.1

Elementary/Middle School Chorus (Grades 4-8)
Traditional and Emerging Ensembles Strand Standards

Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.

Students will demonstrate the ability to:

Novice (Grades 4-6)

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

- Sing in unison.
- Sing in two, three, and four part rounds.
- Sing simple partner songs.
- Sing simple two-part harmony.
- Sing with proper pedagogy (vocal production and posture).
- Sing a wide variety of repertoire from different musical genres.
- Sing with proper concert etiquette.
- Sing while following the gestures of a conductor.
- Use music for community service through concerts and/or other performances.
- Follow simple solfege hand signing of the conductor.
- Sing a scale in solfege.
- Perform music up to a NYSSMA level 2 as appropriate.

Intermediate (Grades 7-8)

MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

- Sing in two, three, and four part rounds.
- Sing simple two-part harmony.
- Sing with proper pedagogy (vocal production and posture).
- Sing a wide variety of repertoire from different musical genres.
- Sing with proper concert etiquette.
- Sing while following the gestures of a conductor.
- Use music for community service through concerts and/or other performances.
- Follow simple solfege hand signing of the conductor.
- Sing a scale in solfege.
- Perform music up to a NYSSMA level 3 or higher when appropriate.

Anchor Standard #5. Develop and refine artistic work for presentation.

Students will demonstrate the ability to:

Novice (Grades 4-6)

MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Based upon self-reflection and peer feedback, students will demonstrate the ability to:

- Follow their part in a written piece of music.
- Read and perform basic rhythmic and melodic notation.

- Identify pitches using solfege syllables and symbols.

Intermediate (Grades 7-8)

MU:Pr5.3.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- Follow their part in a written piece of music.
- Read and perform basic rhythmic and melodic notation.
- Identify pitches using solfege syllables and symbols.
- Read and understand expression markings in the music.
- Blend, balance, and sing with expression.
- Apply solfege to written music.
- Sight read simple step-like melodies using solfege.

Anchor Standard #6. Convey meaning through the presentation of artistic work.

Students will demonstrate the ability to:

Novice (Grades 4-6)

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

- Read and understand expression markings in the music.
- Sing a wide variety of repertoire from different musical genres.

Intermediate (Grades 7-8)

MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.

- Read and understand expression markings in the music.
- Sing a wide variety of repertoire from different musical genres.

Anchor Standard #7. Perceive and analyze artistic work.

Students will demonstrate the ability to:

Novice (Grades 4-6)

MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

- Identify the characteristics of a variety of musical genres.

Intermediate (Grades 7-8)

MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music.

- Understand and explain the characteristics of a variety of musical genres.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Students will demonstrate the ability to:

Novice (Grades 4-6)

MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

- Orally reflect on and discuss their performances using appropriate musical terminology.

Intermediate (Grades 7-8)

MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

- Orally reflect on and discuss their performances using appropriate musical terminology.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Students will demonstrate the ability to:

Novice (Grades 4-6)

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

- Identify and describe proper pedagogy (vocal production and posture).
- Identify and describe proper concert etiquette.

Intermediate (Grades 7-8)

MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

- Explain proper pedagogy (vocal production and posture).
- Explain proper concert etiquette.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Students will demonstrate the ability to:

Novice (Grades 4-6)

MU:Cn10.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Express the mood created by the music.

Intermediate (Grades 7-8)

MU:Cn10.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Express the mood created by the music.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Students will demonstrate the ability to:

Novice (Grades 4-6)

MU:Cn11.0.T.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Understand the meaning and context of the musical selection.

Intermediate (Grades 7-8)

MU:Cn11.0.T.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Understand the meaning and context of the musical selection.

Trimester	Novice (Gr. 4) Chorus Year at a Glance	Standards
1	<ul style="list-style-type: none">● Vocal Warm Ups.● Proper posture and singing techniques.● Prepare music for Holiday Concert.	MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.3.E.5a MU:Pr6.1.E.5a MU:Pr6.1.E.5b MU:Re7.1.E.5a MU:Re8.1.E.5a MU:Re9.1.E.5a MU:Cn10.0.H.5a MU:Cn11.0.T.5a
2	<ul style="list-style-type: none">● Vocal Warm Ups.● Proper posture and singing techniques.● Prepare music for Holiday Concert.● Prepare music for Artessy Concert.● Solfege syllables and scales.● Rounds.	MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.3.E.5a MU:Pr6.1.E.5a MU:Pr6.1.E.5b MU:Re7.1.E.5a MU:Re8.1.E.5a MU:Re9.1.E.5a MU:Cn10.0.H.5a MU:Cn11.0.T.5a

3	<ul style="list-style-type: none"> ● Vocal Warm Ups. ● Proper posture and singing techniques. ● Prepare music for Spring Concert. ● Solfege syllables and scales. ● Rounds. ● Partner songs. 	<p>MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.3.E.5a MU:Pr6.1.E.5a MU:Pr6.1.E.5b MU:Re7.1.E.5a MU:Re8.1.E.5a MU:Re9.1.E.5a MU:Cn10.0.H.5a MU:Cn11.0.T.5a</p>
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Quarter	Novice (Gr. 5&6) Chorus Year at a Glance	Standards
1	<ul style="list-style-type: none"> ● Solfege syllables and scales. ● Vocal Warm Ups. ● Rounds- (2 to 4 part). ● Proper posture and singing techniques. ● Prepare music for Holiday Concert. 	<p>MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.3.E.5a MU:Pr6.1.E.5a MU:Pr6.1.E.5b MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re8.1.E.5a MU:Cn11.0.T.5a</p>
2	<ul style="list-style-type: none"> ● Solfege syllables and scales. ● Rounds. ● Vocal Warm Ups. ● Proper posture and singing techniques. ● Prepare music for Holiday Concert. ● Concert etiquette. 	<p>MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.3.E.5a MU:Pr6.1.E.5a MU:Pr6.1.E.5b</p>

		<p>MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re8.1.E.5a MU:Cn10.0.H.5a MU:Cn11.0.T.5a</p>
3	<ul style="list-style-type: none"> ● Solfege syllables and scales. ● Rounds. ● Vocal Warm Ups. ● Proper posture and singing techniques. ● Prepare music for Artessy Concert. 	<p>MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.3.E.5a MU:Pr6.1.E.5a MU:Pr6.1.E.5b MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re8.1.E.5a MU:Re9.1.E.5a MU:Cn11.0.T.5a</p>
4	<ul style="list-style-type: none"> ● Solfege syllables and scales. ● Rounds. ● Vocal Warm Ups. ● Proper posture and singing techniques. ● Prepare music for festivals when appropriate - Grades 6, 7, & 8. ● Evaluate performances and singing progress. ● Prepare music for End of Year Concert. 	<p>MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.3.E.5a MU:Pr6.1.E.5a MU:Pr6.1.E.5b MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re8.1.E.5a MU:Re9.1.E.5a MU:Cn10.0.H.5a MU:Cn11.0.T.5a</p>

Quarter	Intermediate (Gr. 7-8) Chorus Year at a Glance	Standards
1	<ul style="list-style-type: none"> ● Solfege syllables and scales. ● Vocal Warm Ups. ● Rounds- (2 to 4 part). ● Proper posture and singing techniques. ● Prepare music for Holiday Concert. 	MU:Pr4.1.E.8a MU:Pr4.2.E.8a MU:Pr4.3.E.8a MU:Pr5.3.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b MU:Re7.1.E.8a MU:Re7.2.E.8a MU:Re8.1.E.8a MU:Cn11.0.T.8a CCSS ELA RL.7.2
2	<ul style="list-style-type: none"> ● Solfege syllables and scales. ● Rounds. ● Vocal Warm Ups. ● Proper posture and singing techniques. ● Prepare music for Holiday Concert. ● Concert etiquette. 	MU:Pr4.1.E.8a MU:Pr4.2.E.8a MU:Pr4.3.E.8a MU:Pr5.3.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b MU:Re7.1.E.8a MU:Re7.2.E.8a MU:Re8.1.E.8a MU:Re9.1.E.8a MU:Cn11.0.T.8a CCSS ELA RL.7.2
3	<ul style="list-style-type: none"> ● Solfege syllables and scales. ● Rounds. ● Vocal Warm Ups. ● Proper posture and singing techniques. ● Prepare music for Artessy Concert. 	MU:Pr4.1.E.8a MU:Pr4.2.E.8a MU:Pr4.3.E.8a MU:Pr5.3.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b

		<p>MU:Re7.1.E.8a MU:Re7.2.E.8a MU:Re8.1.E.8a MU:Re9.1.E.8a MU:Cn10.0.H.8a MU:Cn11.0.T.8a CCSS ELA RL.7.2</p>
4	<ul style="list-style-type: none"> ● Solfege syllables and scales. ● Rounds. ● Vocal Warm Ups. ● Proper posture and singing techniques. ● Prepare music for festivals when appropriate - Grades 6, 7, & 8. ● Evaluate performances and singing progress. ● Prepare music for End of Year Concert. 	<p>MU:Pr4.1.E.8a MU:Pr4.2.E.8a MU:Pr4.3.E.8a MU:Pr5.3.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b MU:Re7.1.E.8a MU:Re7.2.E.8a MU:Re8.1.E.8a MU:Re9.1.E.8a MU:Cn10.0.H.8a MU:Cn11.0.T.8a CCSS ELA RL.7.2</p>

High School Chorus (Grades 9-12)
Traditional and Emerging Ensembles Strand Standards

Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Pr4.1.E.1a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

- Sing rounds in up to 8 parts.
- Sing simple two-part harmony.
- Sing with proper pedagogy (vocal production and posture).
- Sing a wide variety of repertoire from different musical genres.
- Sing with proper concert etiquette.
- Sing while following the gestures of a conductor.
- Use music for community service through concerts and/or other performances.
- Sing four-part harmony.
- Perform music at a NYSSMA level of grade 4 or higher .

Anchor Standard #5. Develop and refine artistic work for presentation.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Pr5.3.E.1a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using

feedback from ensemble peers and other sources to refine performances.

- Follow their part in a written piece of music.
- Read and perform basic rhythmic and melodic notation.
- Identify pitches using solfege syllables and symbols.
- Blend, balance, and sing with expression.
- Sight read simple pieces of music.
- Apply solfege syllables to written music.
- Sight read simple melodies in solfege using steps and skips.
- Identify all major intervals.

Anchor Standard #6. Convey meaning through the presentation of artistic work.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Pr6.1.E.1a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

MU:Pr6.1.E.1b Demonstrate and understanding of expressive intent by connecting with an audience through prepared and improvised performances.

- Read and understand expression markings in the music.
- Sing a wide variety of repertoire from different musical genres.

Anchor Standard #7. Perceive and analyze artistic work.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Re7.1.E.1a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the

music and connections to interest, purpose, and context.

MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

- Conduct and explain basic analysis of choral pieces.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

- Evaluate performances orally and/or in writing using appropriate musical terminology.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Re9.1.E.1a Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

- Evaluate use of proper pedagogy (vocal production and posture).
- Evaluate use of proper concert etiquette.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Cn10.0.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Create the mood of the music through facial expressions and body language.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Cn11.0.T.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Relate the meaning and context of the musical selection with other disciplines.
- Use expressions, hand gestures, and body language to communicate societal, cultural or historical context of a musical selections.
- Evaluate performances orally and/or in writing using appropriate musical terminology.

Quarter	High School Chorus Year at a Glance	Standards
1	<ul style="list-style-type: none"> ● Review basic pedagogy of singing and posture. ● Joint rehearsals, as needed. ● Prepare music for annual Fall events. 	MU:Pr4.1.E.1a MU:Pr4.2.E.1a MU:Pr4.3.E.1a MU:Pr5.3.E.1a MU:Pr6.1.E.1a MU:Pr6.1.E.1b MU:Re7.1.E.1a MU:Re7.2.E.1a MU:Re8.1.E.1a MU:Re9.1.E.1a MU:Cn10.0.H.1a MU:Cn11.0.T.1a CCSS ELA RL.9-10.2 ISTE 6
2	<ul style="list-style-type: none"> ● Prepare music for Holiday Concert. ● Joint rehearsals, as needed. ● Review of solfege singing. 	MU:Pr4.1.E.1a MU:Pr4.2.E.1a MU:Pr4.3.E.1a MU:Pr5.3.E.1a MU:Pr6.1.E.1a MU:Pr6.1.E.1b MU:Re7.1.E.1a MU:Re7.2.E.1a MU:Re8.1.E.1a MU:Re9.1.E.1a MU:Cn10.0.H.1a MU:Cn11.0.T.1a CCSS ELA RL.9-10.2 ISTE 6

3	<ul style="list-style-type: none"> ● Prepare music for Artessy and/or Spring Concert. ● Joint rehearsals, as needed. ● Submit individual voice recordings: 1 to 3 pages of current repertoire. 	<p>MU:Pr4.1.E.1a MU:Pr4.2.E.1a MU:Pr4.3.E.1a MU:Pr5.3.E.1a MU:Pr6.1.E.1a MU:Pr6.1.E.1b MU:Re7.1.E.1a MU:Re7.2.E.1a MU:Re8.1.E.1a MU:Re9.1.E.1a MU:Cn10.0.H.1a MU:Cn11.0.T.1a CCSS ELA RL.9-10.2 ISTE 6</p>
4	<ul style="list-style-type: none"> ● Prepare music for Elementary Tour. ● Prepare music for Graduation. ● Joint rehearsals, as needed. ● Review of written musical terms and musical analysis. 	<p>MU:Pr4.1.E.1a MU:Pr4.2.E.1a MU:Pr4.3.E.1a MU:Pr5.3.E.1a MU:Pr6.1.E.1a MU:Pr6.1.E.1b MU:Re7.1.E.1a MU:Re7.2.E.1a MU:Re8.1.E.1a MU:Re9.1.E.1a MU:Cn10.0.H.1a MU:Cn11.0.T.1a CCSS ELA RL.9-10.2 ISTE 6</p>

Elementary/ Middle School Band (Grades 5 - 8)
Traditional and Emerging Ensembles Strand Standards

Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.

Students will demonstrate the ability to:

Novice (Grades 5-6)

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

- Perform repertoire in simple meters.
- Perform scales up to 2 flats and sharps.
- Accurately sight read basic notes and rhythms.
- Assemble and maintain their instrument.
- Produce a characteristic tone for their instrument.
- Play with correct posture, technique, and breathe support.
- Identify and demonstrate knowledge of conductor gestures and cues.
- Maintain proper rehearsal etiquette.
- Maintain proper performance etiquette.
- Perform a variety of repertoire including folk songs from different cultures.
- Listen to representative examples of a variety of repertoire to identify expressive qualities.

Intermediate (Grades 7-8)

MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

- Perform repertoire in compound meters.
- Perform scales up to 3 flats and sharps.
- Identify and demonstrate syncopation.
- Produce a characteristic tone for their instrument.
- Play with correct posture, technique, and breathe support.
- Maintain proper rehearsal etiquette.
- Maintain proper performance etiquette.
- Perform various stylistic pieces in a concert band setting.
- Perform music up to a NYSSMA level 3, as appropriate.
- Perform and interpret music appropriate to setting and occasion, i.e. differences between interpreting pep band music and patriotic music selections.

Anchor Standard #5. Develop and refine artistic work for presentation.

Students will demonstrate the ability to:

Novice (Grades 5-6)

MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

- Orally reflect on and discuss with peers performances using appropriate musical terminology.

Intermediate (Grades 7-8)

MU:Pr5.3.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- Reflect upon and discuss one (1) rehearsal prior to each formal concert performance using appropriate musical terminology.
- Reflect upon and discuss technical strategies and the performance itself. These reflections may be oral or written.

Anchor Standard #6. Convey meaning through the presentation of artistic work.

Students will demonstrate the ability to:

Novice (Grades 5-6)

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

- Recognize and perform technical and expressive dynamics: Forte, Mezzo - Forte, Mezzo - Piano, Piano, Fortissimo, Pianissimo, Crescendo, Decrescendo, and Diminuendo.
- Recognize and perform with technical accuracy of tempo markings such as: Allegro, Moderato, Andante, Presto, Adagio, Ritardando, Allargando and Fermata.
- Recognize and perform other technical and expressive qualities with a focus on blend, balance, precision, intonation, and phrasing.

Intermediate (Grades 7-8)

MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.

- Recognize and play technical and expressive dynamics: all novice plus Forte-Piano, Sforzando, Stringendo, Tenuto, Staccato, Legato, Marcato, Glissando, Trill, Tremolo.

Anchor Standard #7. Perceive and analyze artistic work.

Students will demonstrate the ability to:

Novice (Grades 5-6)

MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

- Identify the characteristics of a variety of musical genres.

Intermediate (Grades 7-8)

MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music.

- Understand and explain the characteristics of a variety of musical genres.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Students will demonstrate the ability to:

Novice (Grades 5-6)

MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

- Orally reflect on and discuss performances including references to the elements of music and its context, using appropriate musical terminology.

Intermediate (Grades 7-8)

MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

- Reflect on and discuss, orally and in writing performances including references to the elements of music and its context, using appropriate musical terminology.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Students will demonstrate the ability to:

Novice (Grades 5-6)

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

- Identify and describe proper technique and posture.
- Identify and describe proper concert and rehearsal etiquette.

Intermediate (Grades 7-8)

MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

- Explain and model proper technique and posture.
- Explain and model proper concert and rehearsal etiquette and decorum.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Students will demonstrate the ability to:

Novice (Grades 5-6)

MU:Cn10.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Connect the mood created by the music to prior knowledge and personal experiences.

Intermediate (Grades 7-8)

MU:Cn10.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Connect the mood created by the music to prior knowledge and personal experiences.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Students will demonstrate the ability to:

Novice (Grades 5-6)

MU:Cn11.0.T.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Demonstrate the meaning and context of the musical selection through performance as it relates to other cultures, disciplines, and the arts.

Intermediate (Grades 7-8)

MU:Cn11.0.T.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Demonstrate the meaning and context of the musical selection through performance as it relates to other cultures, disciplines, and the arts.

Quarter	Gr. 5-6 Band Year at a Glance	Standards
1	<p>Review, Rehearse and Revise</p> <ul style="list-style-type: none"> ● Instrument Care and Maintenance. ● Concert Band Fundamentals. <p>Review and Assess</p> <ul style="list-style-type: none"> ● Rehearsal and Practice Sheets. ● Major Scales Concert Bb (B-flat) Major. ● Concert Band Performances. 	<p>MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.3.E.5a MU:Pr6.1.E.5a MU:Pr6.1.E.5b MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re8.1.E.5a MU:Re9.1.E.5a MU:Cn10.0.H.5a MU:Cn11.0.T.5a</p>
2	<p>Rehearse</p> <ul style="list-style-type: none"> ● Concert Band Fundamentals. <p>Review and Assess</p> <ul style="list-style-type: none"> ● Rehearsal and Practice Sheets. ● Formal Concert (Winter Concert). ● Concert Review (Winter Concert). 	<p>MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.3.E.5a MU:Pr6.1.E.5a MU:Pr6.1.E.5b MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re8.1.E.5a MU:Re9.1.E.5a MU:Cn10.0.H.5a MU:Cn11.0.T.5a</p>
3	<p>Rehearse and Revise</p> <ul style="list-style-type: none"> ● Concert Band Fundamentals. <p>Pass out music as needed for:</p>	<p>MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.3.E.5a</p>

	<ul style="list-style-type: none"> ● Concert Band. <p>Assessments:</p> <ul style="list-style-type: none"> ● Rehearsal and Practice Sheets. ● Concert Band Performances. ● Formal Concert (Artesy). ● Concert Review (depending on Artsy Date). 	<p>MU:Pr6.1.E.5a MU:Pr6.1.E.5b MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re8.1.E.5a MU:Re9.1.E.5a MU:Cn10.0.H.5a MU:Cn11.0.T.5a</p>
4	<p>Rehearse and Revise</p> <ul style="list-style-type: none"> ● Concert Band Fundamentals <p>Assessments:</p> <ul style="list-style-type: none"> ● Rehearsal and Practice Sheets. ● Concert F Major Scale. ● Concert Review (depending on Artsy Date). 	<p>MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.3.E.5a MU:Pr6.1.E.5a MU:Pr6.1.E.5b MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re8.1.E.5a MU:Re9.1.E.5a MU:Cn10.0.H.5a MU:Cn11.0.T.5a</p>

Quarter	Gr. 7-8 Band Year at a Glance	Standards
1	<p>Review, Rehearse and Revise</p> <ul style="list-style-type: none"> ● Instrument Care and Maintenance. ● Concert Band Fundamentals. ● Marching Band Fundamentals. 	<p>MU:Pr4.1.E.8a MU:Pr4.2.E.8a MU:Pr4.3.E.8a MU:Pr5.3.E.8a MU:Pr6.1.E.8a</p>

	<p>Review and Assess</p> <ul style="list-style-type: none"> ● Rehearsal and Practice Sheets. ● Major Scales Concert Bb (B-flat) and Concert F. ● Concert Band Performances. 	<p>MU:Pr6.1.E.8b MU:Re7.1.E.8a MU:Re7.2.E.8a MU:Re8.1.E.8a MU:Re9.1.E.8a MU:Cn10.0.H.8a MU:Cn11.0.T.8a</p>
2	<p>Rehearse</p> <ul style="list-style-type: none"> ● Concert Band Fundamentals. ● Marching Band Fundamentals. <p>Review and Assess</p> <ul style="list-style-type: none"> ● Rehearsal and Practice Sheets. ● Major Scale Concert C. ● Parade Performance. ● Formal Concert (Winter Concert). ● Concert Review (Winter Concert). 	<p>MU:Pr4.1.E.8a MU:Pr4.2.E.8a MU:Pr4.3.E.8a MU:Pr5.3.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b MU:Re7.1.E.8a MU:Re7.2.E.8a MU:Re8.1.E.8a MU:Re9.1.E.8a MU:Cn10.0.H.8a MU:Cn11.0.T.8a CCSS ELA W.7.3 CCSS ELA W.8.3</p>
3	<p>Rehearse and Revise</p> <ul style="list-style-type: none"> ● Concert Band Fundamentals. <p>Pass out music as needed for:</p> <ul style="list-style-type: none"> ● Concert Band. <p>Assessments:</p> <ul style="list-style-type: none"> ● Rehearsal and Practice Sheets. ● Major Scale Concert Eb (E-flat). ● Concert Band Performances. 	<p>MU:Pr4.1.E.8a MU:Pr4.2.E.8a MU:Pr4.3.E.8a MU:Pr5.3.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b MU:Re7.1.E.8a MU:Re7.2.E.8a MU:Re8.1.E.8a MU:Re9.1.E.8a</p>

	<ul style="list-style-type: none"> ● Formal Concert (Artesy). ● Concert Review (depending on Artsy Date). 	<p>MU:Cn10.0.H.8a MU:Cn11.0.T.8a</p>
4	<p>Rehearse and Revise</p> <ul style="list-style-type: none"> ● Concert Band Fundamentals. ● Marching Band Fundamentals. <p>Assessments:</p> <ul style="list-style-type: none"> ● Rehearsal and Practice Sheets. ● Major Scale Concert G and Concert D. ● Parade Performance. ● Concert Review (depending on Artsy Date). 	<p>MU:Pr4.1.E.8a MU:Pr4.2.E.8a MU:Pr4.3.E.8a MU:Pr5.3.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b MU:Re7.1.E.8a MU:Re7.2.E.8a MU:Re8.1.E.8a MU:Re9.1.E.8a MU:Cn10.0.H.8a MU:Cn11.0.T.8a CCSS ELA W.7.3 CCSS ELA W.8.3</p>

High School Band (Gr. 9-12)

Traditional and Emerging Ensembles Strand Standards

Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Pr4.1.E.1a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Students will recognize and play:

- Explain chosen repertoire based on technical skill and make up of the ensemble, form or context of performance.
- Perform scales up to 5 flats and sharps.
- Perform chromatic scales.
- Perform complex rhythms.
- Perform music up to a NYSSMA level 5, as appropriate.
- Perform and interpret music appropriate to setting and occasion, i.e. differences between interpreting pep band music and patriotic music selections.

Anchor Standard #5. Develop and refine artistic work for presentation.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Pr5.3.E.1a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- Develop and utilize both oral and written feedback strategies to evaluate and refine performances.

Anchor Standard #6. Convey meaning through the presentation of artistic work.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Pr6.1.E.1a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

- Demonstrate attention to technical accuracy and expressive intent by performing any standard and non-standard expression marks encountered, once explained (e.g. atonal or non-metered sections).
- Exhibit expressive intent by connecting to the audience through performance.

Anchor Standard #7. Perceive and analyze artistic work.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Re7.1.E.1a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

- Analyze musical passages and explain how to perform with historically accurate and characteristic technique.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

- Explain and support interpretations of performances including references to the elements of music and its context, using appropriate musical terminology.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Re9.1.E.1a Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

- Develop criteria, personally or collaboratively to evaluate works and performances.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Cn10.0.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Connect the mood created by the music to prior knowledge and personal experiences.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Students will demonstrate the ability to:

Proficient (Grades 9-12)

MU:Cn11.0.T.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Relate the meaning and context of the musical selection with other disciplines.
- Connect appropriate technique to communicate societal, cultural or historical context of a musical selection.

Quarter	High School Band Year at a Glance	Standards
1	<p>Review, Rehearse and Revise</p> <ul style="list-style-type: none"> ● Marching Fundamentals. ● Concert Band Fundamentals. <p>Review and Assess</p> <ul style="list-style-type: none"> ● Major Scales Concert C, F, Bb. ● Marching/Pep/Concert Band performances. ● Rehearsal Reviews. <p>Audition Preparation: RI All-State, Southern New England Honor Band, All New England Honor Band</p>	<p>MU:Pr4.1.E.1a MU:Pr4.2.E.1a MU:Pr4.3.E.1a MU:Pr5.3.E.1a MU:Pr6.1.E.1a MU:Pr6.1.E.1b MU:Re7.1.E.1a MU:Re7.2.E.1a MU:Re8.1.E.1a MU:Re9.1.E.1a MU:Cn10.0.H.1a MU:Cn11.0.T.1a CCSS ELA W.9-10.3 ISTE 2 ISTE 6</p>
2	<p>Rehearse</p> <ul style="list-style-type: none"> ● Marching Fundamentals. ● Concert Band Fundamentals. <p>Review and Assess</p> <ul style="list-style-type: none"> ● Major Scales Concert G, D, A (Scales). ● Marching/Pep/Concert Band performances. ● Rehearsal Reviews. ● Formal Concert (Winter Concert). ● Formal Concert Review (Winter Concert). <p>Auditions: RI All-State, Southern New England Honor Band, All New England Honor Band</p>	<p>MU:Pr4.1.E.1a MU:Pr4.2.E.1a MU:Pr4.3.E.1a MU:Pr5.3.E.1a MU:Pr6.1.E.1a MU:Pr6.1.E.1b MU:Re7.1.E.1a MU:Re7.2.E.1a MU:Re8.1.E.1a MU:Re9.1.E.1a MU:Cn10.0.H.1a MU:Cn11.0.T.1a CCSS ELA W.9-10.3 ISTE 2 ISTE 6</p>

<p>3</p>	<p>Rehearse and Revise</p> <ul style="list-style-type: none"> ● Concert Band Fundamentals. <p>Select music as needed for:</p> <ul style="list-style-type: none"> ● Marching Band. ● Concert Band. <p>Assessments:</p> <ul style="list-style-type: none"> ● Concert Eb, Db (Scales). ● Marching/Pep/Concert Band performances. ● Rehearsal Reviews. ● Formal Concert (Artesy). ● Formal Concert Review (depending on Artsy Date). 	<p>MU:Pr4.1.E.1a MU:Pr4.2.E.1a MU:Pr4.3.E.1a MU:Pr5.3.E.1a MU:Pr6.1.E.1a MU:Pr6.1.E.1b MU:Re7.1.E.1a MU:Re7.2.E.1a MU:Re8.1.E.1a MU:Re9.1.E.1a MU:Cn10.0.H.1a MU:Cn11.0.T.1a CCSS ELA W.9-10.3 ISTE 2 ISTE 6</p>
<p>4</p>	<p>Rehearse and Revise</p> <ul style="list-style-type: none"> ● Marching Fundamentals. ● Concert Band Fundamentals. <p>Assessments:</p> <ul style="list-style-type: none"> ● Concert E, B (Scales). ● Marching/Pep/Concert Band performances (Graduation). ● Rehearsal Reviews. ● Formal Concert Review (depending on Artsy Date). ● Graduation Performance. 	<p>MU:Pr4.1.E.1a MU:Pr4.2.E.1a MU:Pr4.3.E.1a MU:Pr5.3.E.1a MU:Pr6.1.E.1a MU:Pr6.1.E.1b MU:Re7.1.E.1a MU:Re7.2.E.1a MU:Re8.1.E.1a MU:Re9.1.E.1a MU:Cn10.0.H.1a MU:Cn11.0.T.1a CCSS ELA W.9-10.3 ISTE 2 ISTE 6</p>

High School Guitar Class (Gr. 9-12)
Guitar: Harmonizing Instruments Strand Standards

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.

Students will demonstrate the ability to:

MU:Pr4.1.H.5a Novice Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr4.3.H.5a Novice Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.

- Select and perform music of diverse genres with proper technical and expressive interpretation, based on personal interest.
- Interpret simple melodic content with expressive intent.
- Analyze and perform homophonic accompaniment with proper technical interpretation.

Anchor Standard #5: Develop and refine artistic techniques and work for presentation.

Students will demonstrate the ability to:

MU:Pr5.1.H.5a Novice Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.

- Apply targeted practice strategies to revise, improve and refine performance, using a teacher-provided rubric, self and peer reflection.

Anchor Standard #6: Convey meaning through the presentation of artistic work.

Students will demonstrate the ability to:

MU:Pr6.1.H.5a Novice Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and an understanding of the context.

- Perform with proper posture, technical ability, and expression according to the genre and context of music being presented.

Anchor Standard #7: Perceive and analyze artistic work.

Students will demonstrate the ability to:

MU:Re7.1.H.5a Novice Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, and context.

- Describe, using proper musical terminology, reasons for selecting and performing repertoire.

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.

Students will demonstrate the ability to:

MU:Cn10.0.H.5a Novice Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

- Explain, using proper musical terminology, reasons for selecting and performing repertoire.

Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Students will demonstrate the ability to:

MU:Cn11.0.H.HSII: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

- Describe the relationship between pieces being performed and their connection to other disciplines and contexts.

Quarter	High School Guitar Class Year at a Glance	Standards
1 or 3	Basics <ul style="list-style-type: none"> • Posture. • Tuning. • Notation and Tablature. • Melody using strings 1,2,3,4 (i.e. Amazing Grace). • Basic chordal harmony (i.e. G-major, C-maj, D7 to harmonize Amazing Grace). • Melody using strings 1,2,3,4,5,6. • Power Chords and strum pattern (i.e. Fly Away - Lenny Kravitz). • Blues chord progressions. 	MU:Pr4.1.H.5a MU:Pr4.3.H.5a MU:Pr5.1.H.5a MU:Pr6.1.H.5a MU:Re7.1.H.5a MU:Cn10.0.H.5a MU:Cn11.0.H.HSII ISTE 3
2 or 4	<ul style="list-style-type: none"> • Altered Tunings. • Choose and perform 2 pieces of music utilizing proper technique. • Self-directed learning. 	MU:Pr4.1.H.5a MU:Pr4.3.H.5a MU:Pr5.1.H.5a MU:Pr6.1.H.5a MU:Re7.1.H.5a MU:Cn10.0.H.5a MU:Cn11.0.H.HSII ISTE 3

High School Music Appreciation (Gr. 9-12)
Composition and Theory Strand Standards

Anchor Standard #7. Perceive and analyze artistic work.

Students will demonstrate the ability to:

MU:Re7.1.C.1a Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.

MU:Re7.2.C.1a Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

- Apply teacher provided criteria to classify, by genre, style, or context familiar or unfamiliar but representative aural examples of music and explain the reasoning for the classification.
- Apply teacher provided criteria to classify, by historical period, culture, or context familiar or unfamiliar but representative aural examples of music and explain the reasoning for the classification.
- Compare and contrast various interpretations of the same work, using aesthetic criteria.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Students will demonstrate the ability to:

MU:Re8.1.C.1a Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

- Analyze and describe the use of interpretive musical elements and expressive devices in representative works of various genres.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Students will demonstrate the ability to:

MU:Re9.1.C.1a Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

- Analyze and describe the use of harmonic and technical elements and expressive devices.

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.

Students will demonstrate the ability to:

MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Demonstrate and describe the evolution of various musical genres citing well-known musicians associated with them.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Students will demonstrate the ability to:

MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Demonstrate the relationships in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
- Compare and contrast the social function of a variety of musical forms in various cultures and historical time periods.

Quarter	High School Music Appreciation Year at a Glance	Standards
1 or 3	<p>Eras:</p> <ul style="list-style-type: none"> ● Medieval Music <ul style="list-style-type: none"> ○ Sacred/secular. ○ Texture. ○ Melisma. ○ Chant. ○ Historical events. ● Renaissance <ul style="list-style-type: none"> ○ Timbre. ○ Meter. ○ Motets. ○ Madrigals. ○ Form. ○ Historical events. ● Baroque <ul style="list-style-type: none"> ○ Suites. ○ Dances. ○ Sacred music. ○ Concerto. ○ Sonata. ○ Program music. ○ Historical events. ● Classical <ul style="list-style-type: none"> ○ Symphony. ○ Art songs. ○ Opera. ○ Mass. 	<p>MU:Re7.1.C.1a MU:Re7.2.C.1a MU:Re8.1.C.1a MU:Re9.1.C.1a MU:Re9.1.C.1b MU:Cn10.0.1a MU:Cn11.0.1a ISTE 2 ISTE 3 ISTE 5</p>

	<ul style="list-style-type: none"> ○ Historical events. ● Romantic <ul style="list-style-type: none"> ○ Ballet. ○ Mighty Five. ○ Nationalism. ○ Historical events. 	
2 or 4	<p>Eras:</p> <ul style="list-style-type: none"> ● Contemporary <ul style="list-style-type: none"> ○ Aleatoric. ○ Minimalism. ○ Quartal/quintal. ○ Dissonance. ○ Historical events. ● Jazz <ul style="list-style-type: none"> ○ Dixieland. ○ Swing. ○ Blues. ○ Bop/Cool. ○ Fusion. ○ Historical events. ● Rock/Folk/Pop <ul style="list-style-type: none"> ○ 1950's - 1970's. ○ Protest Music. ○ Historical events. 	<p>MU:Re7.1.C.1a MU:Re7.2.C.1a MU:Re8.1.C.1a MU:Re9.1.C.1a MU:Re9.1.C.1b MU:Cn10.0.1a MU:Cn11.0.1a CCSS ELA RI.9-10.2 CCSS ELA SL.9-10.2 ISTE 2 ISTE 3 ISTE 5</p>

Statement on Adjudication for Performing Groups

Outside adjudications and evaluations are essential to the development of our young musicians. Adjudications and evaluations take place at music festivals, which are attended by many different school districts, on a state and national level. These festivals are designed to have prominent music educators and performers, many holding doctorate degrees, listen to and critique our groups. This experience is invaluable. The feedback from such esteemed music professionals helps guide the students and teachers in their endeavor to create and maintain the best music program that can be achieved. Students are also afforded the opportunity to listen to comparable groups from other schools. This allows the music student to make self-evaluations and judgments about his/her own performance. Adjudications and festivals are essential to measure the progress of both our students and our program. Additionally, the sense of teamwork and cooperation that is cultivated at such an event helps develop the character and self-esteem of the group collectively and of the musicians individually.

It is strongly recommended that all performing groups attend at least one adjudicated festival every academic year.

Statement on Independent Study

Independent studies are offered mainly to students who are thinking about pursuing a career in music. Independent studies are usually taken when the student is a junior or senior in high school. Topics explored are advanced concepts in music theory, history, and performance practice. Students need to petition the faculty member with whom they wish to perform the independent study. The instructor then makes the determination as to whether to accept the student and together they specify what concepts will be studied.

Students desiring to undertake an independent study project will meet with his/her guidance counselor in order to obtain the necessary form. The student will select a topic of his/her choice, list the objectives, methods of investigation, plans for evaluation, and length of time needed to complete this program. The student will subsequently meet with the department chairperson who may recommend a teacher certified in the area of study and willing to supervise the project and to further define the topic, objectives, and methods of study and evaluation if necessary.

The independent study project will not begin until the student has secured approval signatures from his/her counselor, the independent study teacher, the Department Chairman of the subject matter involved, and the Principal.

Overview of Kodaly Concept

Zoltan Kodaly, a Hungarian music educator, developed the Kodaly Concept for teaching music. Concepts are taught according to the child's learning development and begin at an early age. Singing and playing instruments are taught first from the child's own heritage of folk material and later expanded to include music of other cultures and countries.

Musical concepts are taught mainly through singing. Solfege syllables (Do, Re, Mi, Fa, Sol, La, Ti, and Do) and hand signs are used to help children learn pitches and intervals.

Overview of Orff Schulwerk

Orff Schulwerk is a way to teach and learn music based on the work of Carl Orff. It is based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat on anything near at hand. These instincts are directed into learning music by hearing and making music first, then reading and writing it later. This is the same way we all learned our language.

The special Orff melody instruments include wooden xylophones and metal glockenspiels that offer good sound immediately. Played together as in a small orchestra, their use helps children become sensitive listeners and considerate participants.

Orff Schulwerk utilizes the traditional and folk music of the country in which it is being taught. At present more than 10,000 teachers in the United States have found Orff the ideal way to present the magic of music to their students.

Glossary of Musical Terms

A Cappella- to sing using no accompaniment

Bar Lines- vertical lines on the staff to separate measures

Bass Clef- symbol which designates the fourth line of the staff as the note “F”

Beat - pulse of music

Chord- three or more notes played simultaneously

Coda - a section of music at the end of a piece

Crescendo- to get louder

Da Capo- term meaning to go back to the beginning

Decrescendo- to get softer

Del Segno- term meaning to go back to the sign

Djembe- type of hand drum

Double Bar Lines- vertical lines on the staff to indicate the end of a section

Dynamics- relative loudness or softness; in order from loudest to softest: fortissimo (ff), forte (f), mezzo-forte (mf), mezzo-piano (mp), piano (p), pianissimo (pp)

Fermata- symbol over a note to indicate to hold that note until the conductor cuts it off

Flat- a symbol before a note indicating the note is to be lowered one-half of a step

Form- how a piece of music is constructed with each letter denoting different musical material (e.g. AA is the same material played twice, AB is two differing sections)

Harmony- two or more notes sounding at the same time

Melody- a single line of notes that move upward and downward by step, skip, and repeats

Meter- accenting of a beat, usually into sets of twos or threes

Naturals- a symbol used to cancel out a sharp or a flat

NYSSMA - New York State School Music Association; The NYSSMA list is a nationally recognized ranking of music categorized and ranked by difficulty; 1 being the easiest and 6 being the most difficult

Ostinato- a repeated melodic figure or rhythmic pattern

Pitch- relative highness or lowness of a sound

Repertoire- the songs that one plays or sings

Rhythm - the division of a beat

Ritard(ando)- to slow down

Rondo Form- a musical form using a reoccurring theme and an alternating theme

Solfege - is a music education method used to teach pitch and sight singing by applying syllables to pitches - Do, Re, Mi, Fa, Sol, La, Ti, Do

Staff- horizontal lines on which music is written

Sharp- a symbol before a note indicating the note is to be raised one-half of a step

Syncopation- rhythm accents on weak beat

Tempo- speed of the beat

Treble clef- symbol which designates the second line of the staff as the note “G”

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