

BILLINGS PUBLIC SCHOOLS
MUSIC CURRICULUM
GRADES 9 - 12
Adopted 5/18/1998

PHILOSOPHY

“The educational success of our children depends on creating a society that is both literate and imaginative, both competent and creative.” Music is an important part of the lives of all people and is essential if students are to gain a broad cultural and historical perspective.

Music embraces, enhances and supports all other subject areas and still maintains its own integrity. It has intrinsic value and development, learning and reasoning skills and aesthetic values.

We believe that music education fosters personal development in the areas of: self image, self-esteem, creativity and responsibility to the group.

The music program encompasses areas of discipline and knowledge which have an important place in the school’s total curriculum.

Therefore, as an educational system we believe we can teach all children and all children can learn. We believe accessing knowledge, reasoning, questioning, and problem solving are the foundations for learning in an ever-changing world. We believe education enables students to recognize and strive for higher standards. Consequently, we will commit our efforts to help students acquire knowledge and attitudes considered valuable in order to develop their potential and/or their career and lifetime aspirations.

LEARNING DOMAINS

- I. The learner will develop an understanding of the elements of music.**
- II. The learner will develop an understanding of performance techniques.**
- III. The learner will develop and understanding of the historical significance of music.**
- IV. The learner will develop an understanding of that personal development is fostered through the communication.**

BILLINGS PUBLIC SCHOOLS
MUSIC CURRICULUM
9TH GRADE AND/OR LEVEL I

I. The learner will develop an understanding of the elements of music.

Rhythm

1. Read and perform multimetrics.

Notation

2. Identify and perform arpeggios.
3. Identify and perform major scales Bb, Eb, Ab, and C.
4. Identify and perform double dotted notes.
5. Identify and perform triplets, 7/8, 9/8, 12/8, and 5/4 time signatures.

Melody

6. Sight-read melodies which include intervals of a major 3rd, major 5th, and an octave.
7. Perform chromatic lines.

Harmony

8. Perform intermediate to advanced 3 part music.

Dynamics/Expression

9. Identify and perform legato, staccato, and accents.
10. Identify and perform accelerando and ritardando.

Timbre

11. Explore instrument sounds which allow for interpretation of musical styles.
12. Identify the four major voice classification (Soprano, Alto, Tenor and Bass). (Voice)

Form

13. Perform various styles and music from different cultures of music rated 1-2.

II. The learner will develop an understanding of performance techniques.

Physical Requirements

14. Demonstrate the use of proper posture.
15. Demonstrate proper support for the breath. (Band-Vocal)
16. Demonstrate embouchure adjustments and controlled playing. (Band)
17. Demonstrate the use of middle, lower half and upper half of string. (Orchestra)

Techniques of Performance

18. Demonstrate knowledge of diphthongs, vowel placement and consonants. (Vocal)
19. Demonstrate attacks/releases and blend/balance.
20. Perform correct phrasing.
21. Explain and demonstrate the use of double-tongue. (Band)
22. Explain and demonstrate the use of vibrato. (Band & Vocal)
23. Sight-read music. (grade 1 & 2)

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II. The learner will develop an understanding of performance techniques. (Cont.)

Tone Quality

24. Perform with a consistent tone quality.
25. Perform every note carefully.
26. Perform in an ensemble, one to a part.

Use of Expression

27. Demonstrate an understanding of the roles which tempo, dynamics, and phrasing play in making music expressive.

Use of Movement

28. Demonstrate the use of physical movement to free the voice. (Vocal)
29. Demonstrate the use of alternate fingerings. (Band & Orchestra)
30. Demonstrate different bowing techniques.

Care of the Instrument

31. Demonstrate an understanding of the effects of smoking, drugs and alcohol on the voice and performing ability.
32. Demonstrate correct cleaning and maintenance of instrument. (Band & Orchestra)

III. The learner will develop an understanding of the historical significance of music.

Composers

33. Examine works of composers: Morely, Des Prez, Gabrielli, Byrd, Ockeghem, Duray, and Obrecht.

Style/Historical Periods

34. Examine styles and historical significance of the renaissance period.

Diverse Cultures

35. Analyze music of various cultures.
36. Classify by Genre or style unfamiliar works with reasons for doing so.

IV. The learner will develop an understanding of personal development as fostered through the communication of music.

Self-confidence

37. Demonstrate through performance, the skill of singing or playing grade 1 or 2 music.

Group Interaction

38. Become aware of his or her importance and responsibilities in the achievement of the groups' goals.

Self-discipline

39. Define and demonstrate appropriate rehearsal and concert behavior

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IV. The learner will develop an understanding of personal development as fostered through the communication of music. (Cont.)

Creativity

40. Exhibit an ability to discuss techniques which can make a performance unique and exciting.
41. Demonstrate the ability to use synthesizer/computer to create music.

Communication

42. Demonstrate the ability to interpret directions as a member of a group.
43. Demonstrate the ability to follow directions as a member of the group.

**BILLINGS PUBLIC SCHOOLS
MUSIC CURRICULUM
10TH GRADE AND/OR LEVEL II**

I. The learner will develop an understanding of the elements of music.

Rhythm

1. Read and perform complex rhythms.

Notation

2. Identify and perform all major scales.
3. Identify and perform rhythms related to grade 2-3 music.
4. Identify and perform minor scales a, e, f.
5. Identify and perform complex rhythm patterns on one beat.

Melody

6. Identify and perform melodies with expanded intervals i.e. major 6th, 7th, minor 6th, 7th etc.
7. Sight-read parts in a chordal setting.

Harmony

8. Perform 4 part harmony with music at a grade 2-3 difficulty.

Dynamics/Expression

9. Perform 5 levels of dynamics.
10. Identify and perform multiple tempos.

Timbre

11. Expand interpretation and demonstrate consistency of quality of sound.
12. Begin to discern the difference between good and inferior tone quality. i.e. breathiness, pinched, unsupported etc.

Form

13. Perform various styles and cultures of music rated grade 2-3.

II. The learner will develop an understanding of performance techniques.

Physical requirements

14. Identify vocal endurance and concentration. (Vocal)
15. Demonstrate alternate positions, control of airspeed and endurance. (Band)
16. Demonstrate the use of proper bow speed, distribution, recovery, and endurance. (Orchestra)

Techniques of Performance

17. Demonstrate understanding stylistic differences by musical period.
18. Brass performer will demonstrate multiple tongue. (double and triple tongue) (Band)
19. Recognize and interpret all musical symbols.
20. Sight-read music. (grade 2 & 3)

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10TH GRADE AND/OR LEVEL II**

II. The learner will develop an understanding of performance techniques. (Cont.)

Tone Quality

21. Demonstrate the concept of vowel modification. (Vocal & Band)
22. Demonstrate improved tone throughout the range of the instrument or voice.

Use of Expression

23. Demonstrate the application of dynamics to text for emotion/meaning.
24. Demonstrate correct phrasing as it applies to ensemble parts.

Use of Movement

25. Demonstrate the use of facial expression to communicate meaning.
26. Perform trills and grace notes correctly. (Band & Orchestra)

Care of the Instrument

27. Demonstrate an understanding of the hydration and care of vocal apparatus. (Vocal)
28. Demonstrate responsibility in maintenance of mouth pieces, reeds, and equipment. (Band)
29. Demonstrate ability to recognize need for replacing bow hair.

III. The learner will develop an understanding of the historical significance of music.

Composers

30. Examine works of composers: Mozart, Haydn, Hassler, Bach, Gluck, Handel, Beethoven and others of the baroque and classical periods.

Style/Historical Periods

31. Examine styles and historical significance of the baroque and classical periods.

Diverse Cultures

32. Analyze music by describing elements of the music and expressive devices as related to cultural perspectives.

IV. The learner will develop an understanding of personal development as fostered through the communication of music.

Self-confidence

33. Perform accompaniment.

Group Interaction

34. Develop and maintain regular practice habits to assure upholding responsibilities to group.

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10TH GRADE AND/OR LEVEL II**

IV. The learner will develop an understanding of personal development as fostered through the communication of music. (Cont.)

Creativity

- 35. Demonstrate the ability to improvise on various chord patterns.
- 36. Demonstrate the use of various techniques for creating music.

Communication

- 37. Through increased performance demands broaden communication skills.

BILLINGS PUBLIC SCHOOLS
MUSIC CURRICULUM
11TH GRADE AND/OR LEVEL III

I. The learner will develop an understanding of the elements of music.

Rhythm

1. Perform complex rhythms combined. (i.e. 2 against 3, 3 against 4)

Notation

2. Demonstrate the ability to perform major scales for 2 octaves.
3. Perform complex note patterns over 2 beats.
4. Perform in combination multiple meters.

Melody

5. Perform melodies with multiple key signatures and multiple rhythm patterns.

Harmony

6. Perform multi-part harmony at grade level 3-4 with accompaniment.

Dynamics/Expression

7. Perform music with accents, marcato, sforzando, rubato, etc.

Timbre

8. Demonstrate ability to adjust tone quality appropriately for more than one style of music.

Form

9. Perform various styles and cultures of music. (grade 3-4)

II. The learner will develop an understanding of performance techniques.

Physical requirements

10. Develop the ability to focus for extended and intensive rehearsals.
11. Demonstrate better breath support.
12. Demonstrate increased finger speed. (Band & Orchestra)

Techniques of Performance

13. Demonstrate the ability to sing in mixed formation and maintain parts and style. (Vocal)
14. Demonstrate extended range.
15. Demonstrate a 3 octave range. (Orchestra)
16. Demonstrate the ability to sight-read grade 3-4 music.

Tone Quality

17. Demonstrate use of vibrato and a relaxed throat. (Band & Vocal)
18. Demonstrate improved tone at various tempi and different types of articulation.

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11TH GRADE AND/OR LEVEL III

III. The learner will develop an understanding of the historical significance of music.

Composers

19. Examine works of composers: Brahms, Debussy, Wagner, Tchaikovsky and Schumann, Schubert.

Style/Historical Periods

20. Examine styles and historical significance of the Romantic Period.

Use of Music in Culture

21. The learner will describe historical perspectives and their relationship to music.
22. The learner will trace sources of origin for American music genres.
23. The learner will identify the role of the musician in society.

IV. The learner will develop an understanding of personal development as fostered through the communication of music.

Self-confidence

24. Continue to develop the ability to use foreign languages in singing.
25. Demonstrate a knowledge of unusual instruments. (Band & Orchestra)
26. Become aware of the use of various combinations and voicing of instruments.

Group Interaction

27. Develop self-discipline through working on solo or small ensemble literature.

Creativity

28. Investigate the use of motives and themes in the creation of music.
29. Develop an understanding of the use of harmonic progression and how to develop melodies based upon such.

Communication

30. Develop an understanding of the uses of music in today's society in both the entertainment and economic sense.

**BILLINGS PUBLIC SCHOOLS
MUSIC CURRICULUM
12TH GRADE AND/OR LEVEL IV**

I. The learner will develop an understanding of the elements of music.

Rhythm

1. Perform multi-rhythms complex rhythms. (i.e. Hemiola)

Notation

2. Understand, write and perform melodic, harmonic and natural minor scales.

Melody

3. Acquire the ability to sight-read melodies which contain accidentals.

Harmony

4. Perform multi-part complex melodies in a variety of styles.
5. Perform in ensemble and small groups.

Dynamics/Expression

6. Evaluate musical performances in relationship to dynamics and other expressive elements.

Timbre

7. Evaluate timber and its relationship to expressive performances.

Form

8. Perform “free-form” music.

II. The learner will develop an understanding of performance techniques.

Physical requirements

9. Develop advanced sight-reading skills.

Techniques of Performance

10. Evaluate and correct technique individually and in a group.

Tone Quality

11. Demonstrate full use of dynamic ranges for emotional expression while maintaining good tone quality.

Use of Expression

12. Evaluate performance for communication of meaning.
13. Evaluate music in terms of aesthetic and musical meaning.

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12TH GRADE AND/OR LEVEL IV**

III. The learner will develop an understanding of the historical significance of music.

Use of Movement

14. Perform music with complete physical freedom.

Care of the Instrument

15. Demonstrate a comprehensive understanding of good vocal health. (Voice)
16. Develop an understanding of the historical significance of music.

Composers

17. Examine works of composers: Copland, Orff, Bartok, Berlin, Gershwin, Granger, Smith and Holsinger.

Style/Historical Periods

18. Examine styles and historical significance of the 20th Century.

Use of Music in Culture

19. Compare uses of the arts in different historical periods.
20. Identify and describe musical genres or styles that show the influence of two or more cultural traditions.

IV. The learner will develop an understanding of personal development as fostered through the communication of music.

Self-confidence

21. Explore new avenues of making music.

Group Interaction

22. Demonstrate leadership by being an example to younger musicians.
23. Verbalize elements that contribute to effective group work.

Creativity

24. Expand knowledge and use of technology as applied to music.

Communication

25. Demonstrate an increased awareness of music's place in a global scene.