



BPS MUSIC PROGRAM

Middle School (Grades 6-8)

At BPS, we believe that the role that music will play in our learners' lives depends in large measure on the level of skills they achieve in listening, creating, performing, and analyzing music. By understanding the cultural and historical forces that shape social attitudes and behaviors, learners are better prepared to live and work in communities that are increasingly multicultural.

Our learners will have opportunities to work independently and collaboratively in small groups as they develop their music ability, make informed musical judgments and begin to understand the connections and relationships between music and other disciplines. The learning standards of our Music Program have been adopted from the National Standards for Music Education (NSfME) and National Core Arts Standards (NCAS). Learners will have the opportunity to develop their music literacy abilities and music appreciation through the fundamental processes of Creating, Performing, Analyzing and Connecting to music.

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
	Learners will understand that....	Learners will be able to....	Integrity
MUSIC LITERACY	<ul style="list-style-type: none"> Learning to read and notate music gives them a skill with which to explore music independently. Learning to read and notate music enable them to make informed musical judgments. 	Read and Notate music <ol style="list-style-type: none"> Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4. Read at sight simple melodies in both the treble and bass clefs Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression Use standard notation to record their musical ideas and the musical ideas of others 	Resilience Reflection Empathy

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
CREATING	<ul style="list-style-type: none"> • Ensemble building, and individual responsibility encourage cooperation and better music team building • Basic musicianship skills and practices will build their passion, love for learning music and making music 	<p>Improvise melodies, variations, and accompaniments</p> <ul style="list-style-type: none"> a. Improvise simple harmonic accompaniments b. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys c. Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent *style, meter, and tonality <p>Compose and arrange music within specified guidelines</p> <ul style="list-style-type: none"> a. Compose short pieces within specified guidelines, demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance b. Arrange simple pieces for voices or instruments other than those for which the pieces were written c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging 	Playfulness

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PERFORMING	<ul style="list-style-type: none"> • Music they perform or study often becomes an integral part of their personal musical repertoire. • <u>Ractical</u> applications of theoretical ideas and concepts will enable them to evaluate their understanding of the concepts 	<p>Sing, alone and with others, a varied repertoire of music</p> <ul style="list-style-type: none"> a. Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles b. Sing with *expression and *technical accuracy a repertoire of vocal literature with a *level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory c. Sing music representing diverse *genres and cultures, with expression appropriate for the work being performed d. Sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory <p>Perform on instruments, alone or with others, a varied repertoire of music</p> <ul style="list-style-type: none"> a. Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control b. Perform with expression and technical accuracy on at least one string, wind, percussion, or *classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6 c. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed d. Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument 	

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ANALYZING AND CONNECTING TO MUSIC	<ul style="list-style-type: none"> • Critical listening skills and analytical listening are two basic ways to listen to music productions • Various global musical styles will enrich, expand their experiences and horizons and will improve their musical knowledge and skills 	<p>Listen to, analyzing, and describing music</p> <ul style="list-style-type: none"> a. Describe specific music events in a given aural example, using appropriate terminology b. Analyze the uses of elements of music in aural examples representing diverse genres and cultures c. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music <p>Evaluate music and music performances</p> <ul style="list-style-type: none"> a. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing b. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement <p>Understand relationships between music, the other arts, and disciplines outside the arts</p> <ul style="list-style-type: none"> a. Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art b. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music <p>Understand music in relation to history and culture</p> <ul style="list-style-type: none"> a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures b. Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed 	