



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

# MUSIC CURRICULUM



## HIGH SCHOOL (9-12)

Adopted: March 7, 2017

# **CHOIR**

# A CAPPELLA CHOIR

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester (<i>may be repeated</i>)  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>A Cappella Choir</i> is a performing vocal ensemble and represents the school at public functions and concerts. A limited amount of time is spent on study of basic vocal technique. The majority of time is spent on concert literature. Concert participation is required as outlined in the course syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Understand basic music fundamentals</li> <li>• Show awareness of inner voices</li> <li>• Read own voice part of vocal score</li> <li>• Understand vocal instrument; sing in tune with proper tone</li> <li>• Perform basic music fundamentals: quality, posture, diction, and breathing</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Perform alone or with others a varied repertoire of music</li> <li>• Read and notate music and utilize music concepts</li> <li>• Evaluate music and music performance</li> <li>• Use acquired knowledge to listen, analyze, and describe music</li> <li>• Display proper self-discipline in various music settings</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ ability to sing in tune</li> <li>○ singing with uniform vowel and consonant production</li> <li>○ ability to sing through register changes</li> <li>○ appropriate use of vibrato</li> </ul> </li> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice</li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument</b> AKAS: B.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize human voice as an instrument</li> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Describe anatomy of vocal mechanism and how it works</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the cycle of inhalation/exhalation through exercises involving active use of the major breathing muscles (see Appendix)</li> <li>• Practice the <i>Ladder</i>, and <i>Relaxation</i> exercises, (see Appendix)</li> </ul>
<p><b>The Instrument (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand how nutrition, climate, and health-related choices affect vocal production</li> </ul>	
<p><b>Improvise</b> AKAS: A.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise: <ul style="list-style-type: none"> <li>○ utilizing scat singing technique</li> <li>○ melodies over a harmonic structure</li> <li>○ add ornamentation to melodic lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>
<p><b>Choral Literature</b> AKAS: C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to moderately difficult</li> <li>○ a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music</li> </ul> </li> <li>• Classify by genre and style a varied body of exemplary musical works</li> <li>• Understand historical and cultural context of literature</li> </ul>	<ul style="list-style-type: none"> <li>• The choral literature for <i>A Cappella Choir</i> should be at a semi-advanced level of SAB and SATB octavos, (compared to <i>Mixed Choir</i>)</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>
<p><b>Ear Training</b> AKAS: B.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Aurally recognize: <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major, minor, and chromatic tonalities</li> <li>○ major and minor intervals</li> </ul> </li> <li>• Write rhythmic and melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that students can hear the voices and better assess where improvement is needed</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  <b>AKAS:</b> C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Recognize: <ul style="list-style-type: none"> <li>○ meter signatures</li> <li>○ major key signatures including key changes</li> <li>○ sight read, accurately and expressively, easy to moderately easy music</li> </ul> </li> <li>▪ Read notes in treble or bass clefs</li> <li>• Identify accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> </ul>	<ul style="list-style-type: none"> <li>• Memorize order of sharps and flats and rules to key signatures</li> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> </ul>

<p><b>Performance Skills</b> AKAS: B.1-3, C.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ songs from memory</li> <li>○ with balance in an ensemble</li> <li>○ own part a cappella as a solo or independently in the entire group</li> </ul> </li> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ an awareness of the melody line within an ensemble</li> <li>○ an awareness of inner voices</li> <li>○ ability to adjust to performance environment</li> <li>○ appropriate rehearsal behavior</li> <li>○ proper concert etiquette</li> <li>○ proper microphone technique</li> <li>○ show correct stage presence to reflect the style of the music</li> </ul> </li> <li>• Follow cues for entrances releases, dynamics, phrasing, and tempo</li> <li>• Use large motor skills in space limited by risers when appropriate</li> <li>• Perform without a conductor with expression and accuracy</li> <li>• Perform: <ul style="list-style-type: none"> <li>○ movement sequences</li> <li>○ and create choreography appropriate for various styles of music</li> <li>○ and apply appropriate posture while singing, both sitting and standing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Watch video of performance-discuss and write an evaluation of skills</li> <li>• Perform in concert</li> <li>• Submit a recording for Solo and Ensemble</li> <li>• Submit a recording for all-state</li> </ul>
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Critique/Aesthetics</b> AKAS: B.2-3, C.2-3, D.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> </ul>	<ul style="list-style-type: none"> <li>• Observe concert performances by various concert choirs and discuss skills. Critique sheets can be used for the students to evaluate the performance</li> <li>• Listen to recorded ensemble performances, have the students engage in a class critique</li> </ul>
<p><b>Critique/Aesthetics (cont.)</b></p>	<p>Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</p>	
<p><b>Career Awareness</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> </ul>	<ul style="list-style-type: none"> <li>• Interview individuals working in music careers and present to group</li> </ul>

<b>AKAS:</b> D.1-2 <b>NAME:</b>	• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, and mentors	• Conduct a group in rehearsal or performance • Use internet to research careers in music
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# CHAMBER CHOIR

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Chamber Choir</i> is a select group of advanced singers and represents the school at public functions and concerts. Students are required to be enrolled in another school music ensemble. Concert participation is required as outlined in the syllabus. Students will develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Understand and follow conducting patterns and nuances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Sing vocal part independently</li> <li>• Understand basic music fundamentals</li> <li>• Show awareness of inner voices</li> <li>• Read own voice part of vocal score</li> <li>• Understand vocal instrument; sing in tune with proper tone</li> <li>• Perform more advanced music fundamentals: quality, posture, diction, and breathing</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> 1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ ability to sing in tune</li> <li>○ singing with uniform vowel and consonant production</li> <li>○ ability to sing through register changes</li> <li>○ appropriate use of vibrato</li> </ul> </li> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, and the <i>Siren</i> exercises (see Appendix)</li> <li>• Major and minor scales using sol-fa or numbers</li> <li>• Chromatic phrases</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<b>Vocal Techniques (cont.)</b>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice</li> <li>• Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass</li> </ul>	
<b>The Instrument</b> <b>AKAS:</b> B.1-3 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize human voice as an instrument</li> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Describe anatomy of vocal mechanism and how it works</li> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand: <ul style="list-style-type: none"> <li>○ how nutrition, climate, and health-related choices affect vocal production</li> <li>○ the function of the diaphragm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice the <i>Tank</i>, the <i>Snake</i>, and <i>Relaxation</i> exercises (see Appendix)</li> </ul>
<b>Improvise</b> <b>AKAS:</b> A.1-3 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise: <ul style="list-style-type: none"> <li>○ utilizing scat singing technique</li> <li>○ melodies over a harmonic structure</li> <li>○ by adding ornamentation to melodic lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>
<b>Choral Literature</b> <b>AKAS:</b> C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to difficult</li> <li>○ a cappella, unison with accompaniment, descants, and four-to-eight-part music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The choral literature for chamber choir should be at an advanced level of SAB and SATB octavos (compared to Mixed and concert choir)</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Choral Literature (cont.)</b>	<ul style="list-style-type: none"> <li>• Classify by genre and style a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary</li> <li>• Understand historical and cultural context of literature</li> </ul>	
<b>Ear Training</b> AKAS: B.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Aurally recognize:               <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major, minor, and chromatic tonalities</li> <li>○ major and minor intervals</li> </ul> </li> <li>• Write rhythmic, melodic, and harmonic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that the students can hear the voices and better assess where improvement is needed</li> </ul>
<b>Musical Literacy</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Recognize:               <ul style="list-style-type: none"> <li>○ time signatures</li> <li>○ major key signatures</li> </ul> </li> <li>• Sight read, accurately and expressively, easy to difficult music</li> <li>• Read notes in treble or bass clefs</li> <li>• Identify accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> </ul>
<b>Performance Skills</b> AKAS: B.1-3, C.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing:               <ul style="list-style-type: none"> <li>○ songs from memory</li> <li>○ with balance in an ensemble</li> <li>○ own part a cappella as a solo or independently in the entire group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> </ul>

Concepts	Mastery Core Objectives Students will:	Suggested Activities
<p><b>Performance Skills (cont.)</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrate: <ul style="list-style-type: none"> <li>○ an awareness of the melody line within an ensemble</li> <li>○ an awareness of inner voices</li> <li>○ an ability to adjust to performance environment</li> <li>○ an appropriate rehearsal behavior</li> <li>○ proper concert etiquette</li> <li>○ proper microphone technique</li> </ul> </li> <li>▪ Show correct stage presence to reflect the style of the music</li> <li>▪ Perform without a conductor with expression and accuracy</li> <li>▪ Perform: <ul style="list-style-type: none"> <li>○ movement sequences and create choreography appropriate for various styles of music</li> </ul> </li> <li>▪ Follow: <ul style="list-style-type: none"> <li>○ cues for entrances releases, dynamics, phrasing, and tempo</li> <li>○ use large motor skills in space limited by risers when appropriate</li> <li>○ apply appropriate posture while singing, both sitting and standing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice the <i>Ladder</i> exercise (see Appendix)</li> <li>• Watch video of performance-discuss and write an evaluation of skills</li> <li>• Perform in concert</li> <li>• Submit a recording for Solo and Ensemble</li> <li>• Submit a recording for all-state</li> </ul>
<p><b>Critique/Aesthetics</b> AKAS B.2-3, C.2-3, D.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> <li>• Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</li> </ul>	<ul style="list-style-type: none"> <li>• Observe concert performances by various groups and discuss skills. Critique sheets can be used for the students to evaluate the performance</li> <li>• Listen to recorded ensemble performances, have the students engage in a class critique</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Career Awareness</b> AKAS: D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Interview individuals working in music careers and present to group</li> <li>• Conduct and/or prepare a large or small ensemble</li> <li>• Use internet to research music careers</li> </ul>

# CONCERT CHOIR

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Concert Choir</i> is a performing vocal ensemble and represents the school at public functions and concerts. A limited amount of time is spent on study of vocal technique. The majority of time is spent on concert literature. Concert participation is required as outlined in the course syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Understand basic music fundamentals</li> <li>• Show awareness of inner voices</li> <li>• Read own voice part of vocal score</li> <li>• Understand vocal instrument; sing in tune with proper tone</li> <li>• Perform basic music fundamentals: quality, posture, diction, and breathing</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, and the <i>Tank</i> exercises (see Appendix)</li> <li>• Major and minor scales using sol-fa or numbers</li> <li>• Chromatic phrases</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Vocal Techniques (cont.)</b>	<ul style="list-style-type: none"> <li>• Demonstrate:               <ul style="list-style-type: none"> <li>◦ singing with uniform vowel and consonant production</li> <li>◦ ability to sing through register changes</li> <li>◦ appropriate use of vibrato</li> </ul> </li> <li>• Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass</li> </ul>	
<b>The Instrument</b> AKAS: B.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize human voice as an instrument</li> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Describe anatomy of vocal mechanism and how it works</li> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand:               <ul style="list-style-type: none"> <li>◦ how nutrition, climate, and health-related choices affect vocal production</li> <li>◦ the function of the diaphragm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop the cycle of inhalation/exhalation through exercises involving active use of the major breathing muscles</li> <li>• Practice <i>Relaxation</i> and the <i>Ladder</i> exercises (see Appendix)</li> </ul>
<b>Improvise</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise:               <ul style="list-style-type: none"> <li>◦ utilizing scat singing technique</li> <li>◦ melodies over a harmonic structure</li> <li>◦ by adding ornamentation to melodic lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>
<b>Choral Literature</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing:               <ul style="list-style-type: none"> <li>◦ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from medium to-difficult</li> <li>◦ a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The choral literature for concert choir should be at a semi-advanced level of SAB and SATB octavos, (compared to <i>Mixed Choir</i>)</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Choral Literature (cont.)</b>	<ul style="list-style-type: none"> <li>• Classify by genre and style a varied body of exemplary musical works</li> <li>• Understand historical and cultural context of literature</li> </ul>	
<b>Ear Training</b> AKAS: B.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Aurally recognize:               <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major, minor, and chromatic tonalities</li> <li>○ major and minor intervals</li> </ul> </li> <li>• Write rhythmic and melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that the students can hear the voices and better assess where improvement is needed</li> </ul>
<b>Musical Literacy</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Recognize:               <ul style="list-style-type: none"> <li>○ meter signatures</li> <li>○ major key signatures including key changes</li> </ul> </li> <li>• Sight read, accurately and expressively, easy to moderately easy music</li> <li>• Read notes in treble and bass clefs</li> <li>• Respond to accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> </ul>	<ul style="list-style-type: none"> <li>• Memorize order of sharps and flats and rules to key signatures</li> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> </ul>
<b>Performance Skills</b> AKAS: B.1-3, C.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing:               <ul style="list-style-type: none"> <li>○ songs from memory with balance in an ensemble</li> <li>○ own part a cappella as a solo or independently in the entire group</li> </ul> </li> <li>• Demonstrate:               <ul style="list-style-type: none"> <li>○ an awareness of the melody line within an ensemble</li> <li>○ an awareness of inner voices</li> <li>○ an ability to adjust to performance environment</li> <li>○ proper microphone technique</li> <li>○ appropriate rehearsal behavior</li> <li>○ proper concert etiquette</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Watch video of performance-discuss and write an evaluation of skill</li> <li>• Perform in concert</li> <li>• Submit a recording for solo and ensemble</li> <li>• Submit a recording for all-state</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Performance Skills (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Show correct stage presence to reflect the style of the music</li> <li>• Follow conductor cues for entrances, releases, dynamics, phrasing, and tempo</li> <li>• Use large motor skills in space limited by risers when appropriate</li> <li>• Perform:               <ul style="list-style-type: none"> <li>◦ movement sequences</li> <li>◦ and create choreography appropriate for various styles of music</li> <li>◦ and apply appropriate posture while singing, both sitting and standing</li> </ul> </li> </ul>	
<p><b>Critique/Aesthetics</b>  <b>AKAS:</b> B.2-3, C.2-3, D.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> <li>• Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</li> </ul>	<ul style="list-style-type: none"> <li>• Observe concert performances by various concert choirs and discuss skills (Critique sheets can be used for the students to evaluate the performance)</li> <li>• Listen to recorded ensemble performances, have the students engage in a class critique</li> </ul>
<p><b>Career Awareness</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Interview individuals working in music careers and present to group</li> <li>• Conduct, and/or prepare a large or small group</li> <li>• Use the Internet to research music careers</li> </ul>



# MEN'S ENSEMBLE

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Men's Ensemble</i> is a performing vocal ensemble of tenor and bass voices that represents the school at public functions and concerts. A limited amount of time is spent on study of vocal technique. The majority of time is spent on concert literature. Concert participation is required as outlined in the syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor's directions</li> <li>• Understand basic music fundamentals</li> <li>• Show awareness of inner voices</li> <li>• Read own voice part of vocal score</li> <li>• Understand vocal instrument; sing in tune with proper tone</li> <li>• Perform basic music fundamentals: quality, posture, diction, and breathing of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate:</li> <li>• ability to sing in tune</li> <li>• singing with uniform vowel and consonant production</li> <li>• ability to sing through register changes</li> <li>• appropriate use of vibrato</li> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, the <i>Tank</i>, and the <i>Siren</i> exercises (see Appendix)</li> <li>• Major and minor scales using sol-fa or numbers</li> <li>• Chromatic phrases</li> </ul>

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Concepts	Mastery Core Objectives	Suggested Activities
<b>Vocal Techniques (cont.)</b>	<ul style="list-style-type: none"> <li>• Develop proper projection techniques perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass</li> </ul>	
<b>The Instrument</b> AKAS: B1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize human voice as an instrument</li> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Describe anatomy of vocal mechanism and how it works</li> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand:               <ul style="list-style-type: none"> <li>◦ how nutrition, climate, and health-related choices affect vocal production</li> <li>◦ the function of the diaphragm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice the <i>Snake, Relaxation</i>, and the <i>Ladder</i> exercises (see Appendix)</li> </ul>
<b>Improvise</b> AKAS: A-1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise:               <ul style="list-style-type: none"> <li>◦ utilizing scat singing technique</li> <li>◦ melodies over a harmonic structure</li> <li>◦ by adding ornamentation to melodic lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>
<b>Choral Literature</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will</b> <ul style="list-style-type: none"> <li>• Sing:               <ul style="list-style-type: none"> <li>◦ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to difficult</li> <li>◦ a cappella, unison with accompaniment, descants, and two-to six-part music</li> </ul> </li> <li>• Classify by genre and style a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary</li> </ul>	<ul style="list-style-type: none"> <li>• Use additional materials such as: <i>K-8 Music Magazine, Music Alive!, Music Express, Activate</i>, etc.</li> <li>• Appropriate TB and TTBB choral literature should be utilized for this group</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Choral Literature (cont.)</b>	<ul style="list-style-type: none"> <li>• Understand historical and cultural context of literature</li> </ul>	
<b>Ear Training</b> AKAS: B.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Aurally recognize:               <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major, minor, and chromatic tonalities</li> <li>○ major and minor intervals</li> </ul> </li> <li>• Write rhythmic and melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that you and the students can hear the voices and better assess where improvement is needed</li> <li>• Hear internally the beginning pitch in relation to a pitch pipe</li> </ul>
<b>Musical Literacy</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Recognize:               <ul style="list-style-type: none"> <li>○ time signatures</li> <li>○ major key signatures</li> </ul> </li> <li>• Sight read, accurately and expressively, easy to difficult music</li> <li>• Read notes in treble or bass clefs</li> <li>• Identify accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> </ul>
<b>Performance Skills</b> AKAS: B1-3, C.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing:               <ul style="list-style-type: none"> <li>○ songs from memory</li> <li>○ with balance in an ensemble</li> <li>○ own part a cappella as a solo or independently in the entire group</li> </ul> </li> <li>• Demonstrate:               <ul style="list-style-type: none"> <li>○ an awareness of the melody line within an ensemble</li> <li>○ an awareness of inner voices</li> <li>○ an ability to adjust to performance environment</li> <li>○ proper microphone technique</li> <li>○ appropriate rehearsal behavior</li> <li>○ proper concert etiquette</li> </ul> </li> <li>• Show correct stage presence to reflect the style of the music</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video of performance-discuss and write an evaluation of skills</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Perform in concert</li> <li>• Submit a recording for Solo and Ensemble</li> <li>• Submit a recording for all-state</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Performance Skills (cont.)</b>	<ul style="list-style-type: none"> <li>• Follow cues for entrances, releases, dynamics, phrasing, and tempo</li> <li>• Use large motor skills in space limited by risers when appropriate</li> <li>• Perform without a conductor with expression and accuracy</li> <li>• Perform:               <ul style="list-style-type: none"> <li>◦ movement sequences</li> <li>◦ and create choreography appropriate for various styles of music</li> </ul> </li> </ul>	
<b>Critique/Aesthetics</b> <b>AKAS:</b> B.2-3, C.2-3, D.2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> <li>• Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to several recordings of men's voices singing</li> <li>• Observe concert performances by various male, vocal groups and discuss skills. Critique sheets can be used for the students to evaluate the performance</li> </ul>
<b>Career Awareness</b> <b>AKAS:</b> D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Invite guest speakers</li> <li>• Use the Internet to research musical careers</li> </ul>

# MIXED CHOIR

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Mixed Choir</i> offers instruction in vocal technique and is open to all students. The development of correct posture and technique is stressed and there are opportunities for ensemble singing as students become ready. Performance opportunities may be made available for various audiences as described in the course syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Understand basic music fundamentals (preferred but not required)</li> <li>• Experience western and world music</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Develop techniques for the enhancement of vocal resonance and projection of the voice</li> <li>• Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the <i>Siren</i>, and the <i>Tank</i> exercises (see Appendix)</li> <li>• Major and minor scales using sol-fa or numbers</li> <li>• Chromatic phrases</li> </ul>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1-3</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify the human voice as an instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, <i>Relaxation</i>, the <i>Snake</i>, and the <i>Ladder</i> exercises (see Appendix )</li> </ul>

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Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Describe the anatomy of vocal mechanism and how it works</li> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand how nutrition, climate, and health-related choices affect vocal production</li> <li>• Understand the function of the diaphragm</li> </ul>	
<p><b>Improvise</b> AKAS: A.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise utilizing scat singing technique</li> <li>• Add ornamentation to melodic lines</li> <li>• Improvise melodies over a harmonic structure</li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>
<p><b>Choral Literature</b> AKAS: C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to moderate</li> <li>○ a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music</li> </ul> </li> <li>• Describe how period, composer, and/or culture relate to a given work</li> <li>• Classify by genre and style a varied body of exemplary musical works</li> <li>• Understand historical and cultural context of literature</li> </ul>	<ul style="list-style-type: none"> <li>• Use additional materials such as: <i>K-8 Music Magazine</i>, <i>Music Alive!</i>, <i>Music Express</i>, <i>Activate</i>, and <i>Get America Singing, Vols. I &amp; II</i>, etc.</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Ear Training</b> AKAS: B.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Aurally recognize: <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major, minor, and chromatic tonalities and intervals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students listen to major, minor, and chromatic tonalities on the keyboard</li> <li>• Play recordings of songs in major and minor keys. Discuss the differences in the tone, feel, timbre, etc.</li> <li>• Minimize the use of the keyboard in the choir rehearsal so that students can hear the voices and better assess where improvement is needed</li> </ul>
<p><b>Musical Literacy</b> AKAS: C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Identify meter signatures</li> <li>• Sight read, accurately and expressively, easy to moderately easy music</li> <li>• Read notes in treble and or bass clefs</li> <li>• Identify key signatures</li> <li>• Identify accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> <li>• Write rhythmic and melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> <li>• Memorize the order of sharps and flats and rules to key signatures</li> </ul>
<p><b>Performance Skills</b> AKAS: B.1-3, C.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ songs from memory with balance in an ensemble</li> <li>○ own part a cappella as a solo or independently in the entire group</li> </ul> </li> <li>• show correct stage presence to reflect the style of the music</li> <li>• perform: <ul style="list-style-type: none"> <li>○ movement sequences</li> <li>○ and create choreography appropriate for various styles of music</li> </ul> </li> <li>• Follow conductor cues for entrances, releases, dynamics, phrasing, and tempo</li> <li>• Use large motor skills in space limited by risers when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video of concert performance. With a checklist, write evaluation of skills</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Perform in concert</li> <li>• Submit a recording for solo and ensemble</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Performance Skills (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate:               <ul style="list-style-type: none"> <li>○ ability to adjust to performance environment</li> <li>○ an awareness of the melody line within an ensemble</li> <li>○ an awareness of inner voices</li> <li>○ proper concert etiquette and appropriate rehearsal behavior</li> <li>○ proper microphone technique</li> </ul> </li> </ul>	
<p><b>Critique/Aesthetics</b>  <b>AKAS:</b> B.2-3, C.2-3, D.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> <li>• Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</li> <li>• Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feeling and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Observe concert performances by various mixed choirs and discuss skills. Critique sheets can be used for the students to evaluate the performance</li> <li>• Listen to recorded ensemble performances, have the students engage in a class critique</li> </ul>
<p><b>Career Awareness</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Interview individuals working in music careers and present to group</li> <li>• Use the Internet to research careers in music</li> </ul>

# SHOW/JAZZ CHOIR

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester (may be repeated)  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Show/Jazz Choir</i> is a performing vocal ensemble that gives students an opportunity to experience different styles of music literature and creative process unique to the show/jazz medium. Movement and dance are an integral part of this course. Students are required to be in another school music ensemble. Concert participation is required as outlined in the syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor's directions</li> <li>• Understand basic music fundamentals</li> <li>• Show awareness of inner voices</li> <li>• Read own voice part of vocal score</li> <li>• Understand vocal instrument; sing in tune with proper tone</li> <li>• Perform basic music fundamentals: quality, posture, diction, and breathing</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ ability to sing in tune</li> <li>○ singing with uniform vowel and consonant production</li> <li>○ ability to sing through register changes fluently</li> <li>○ appropriate use of vibrato</li> </ul> </li> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> <li>• Develop proper projection techniques</li> </ul>	

	<ul style="list-style-type: none"><li>• Appropriate vowel and consonant formation, tone quality, and intonation</li></ul>	
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Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Vocal Techniques (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass</li> <li>• Identify pitch and melodic patterns as they appear in the treble and bass clef; review contour of melodic lines (upward, downward, steps, skips, and repeated tones) sing and read melodic patterns using solfeggio syllables</li> <li>• Produce vocal/choral sound using proper posture, breathing and open throat techniques; perform repertoire using appropriate diction; appropriate proper choral techniques using</li> </ul>	
<p><b>The Instrument</b> AKAS: B.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize human voice as an instrument</li> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Describe anatomy of vocal mechanism and how it works</li> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand how nutrition, climate, and health-related choices affect vocal production</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, and the <i>Snake</i>, <i>Relaxation</i>, and the <i>Ladder</i> exercises (see Appendix)</li> </ul>
<p><b>Improvise</b> AKAS: A.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise: <ul style="list-style-type: none"> <li>○ utilizing scat singing technique</li> <li>○ melodies over a harmonic structure</li> <li>○ by adding ornamentation to melodic lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Choral Literature</b>  AKAS: C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from moderate to very difficult</li> <li>○ a cappella, unison with accompaniment, descants, and four-to-eight-part music</li> <li>○ sing three and four-part music using correct diction, tone production and accurate intonation</li> </ul> </li> <li>• Classify by genre and style a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary</li> <li>• Understand historical and cultural context of literature</li> <li>• Distinguish between a variety of songs and styles; develop a repertoire of seasonal and ethnic songs from various countries of origin; perform critical analysis of given musical compositions of various styles using appropriate musical terminology</li> <li>• Develop repertoire of sacred and secular, music from around the world with understanding of their origins and purpose</li> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> </ul>	<ul style="list-style-type: none"> <li>• The choral literature for <i>Show Choir</i> should be a representation of Broadway, musical theatre, Pop Culture (etc.), ranging from a moderate to advanced level</li> <li>• The choral literature for <i>Jazz Choir</i> should be a representation of its American roots and its progression through history</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>
<p><b>Ear Training</b>  AKAS: B.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Aurally recognize: <ul style="list-style-type: none"> <li>○ in tune singing</li> <li>○ major, minor, and chromatic tonalities</li> <li>○ major and minor intervals</li> <li>○ jazz harmonies</li> <li>○ blues scales</li> </ul> </li> <li>• Write rhythmic, melodic, and harmonic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that students can hear the voices and better assess where improvement is needed</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  <b>AKAS:</b> C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Recognize: <ul style="list-style-type: none"> <li>○ time signatures</li> <li>○ major key signatures</li> <li>○ sight read, accurately and expressively, easy to difficult music</li> </ul> </li> <li>• Read notes in treble or bass clefs</li> <li>• Identify accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> </ul>
<p><b>Performance Skills</b>  <b>AKAS:</b> B.1-3, C.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ songs from memory</li> <li>○ with balance in an ensemble</li> <li>○ own part a cappella as a solo or independently in the entire group</li> </ul> </li> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ an awareness of the melody line within an ensemble</li> <li>○ an awareness of inner voices</li> <li>○ an ability to adjust to performance environment</li> <li>○ proper microphone technique</li> <li>○ appropriate rehearsal behavior</li> <li>○ proper concert etiquette</li> </ul> </li> <li>• Show correct stage presence to reflect the style of the music</li> <li>• Follow: <ul style="list-style-type: none"> <li>○ cues for entrances-releases, dynamics, phrasing, and tempo</li> <li>○ use large motor skills in space limited by risers when appropriate</li> </ul> </li> <li>• Perform without a conductor with expression and accuracy</li> <li>• Perform: <ul style="list-style-type: none"> <li>○ movement sequences</li> <li>○ and create choreography appropriate for various styles of music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Invite professional choreographer to work with group</li> <li>• Watch video of performance. Discuss and write an evaluation of skills</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Perform in concert</li> <li>• Submit a recording for Solo and Ensemble</li> <li>• Submit a recording for all-state</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Critique/Aesthetics</b>  <b>AKAS:</b> B.2-3, C.2-3, D.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> <li>• Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</li> </ul>	<ul style="list-style-type: none"> <li>• Critique a recorded performance of the group</li> <li>• Observe concert performances by various <i>Show Choir/Jazz</i> groups and discuss skills; critique sheets can be used for the students to evaluate the performance</li> <li>• Listen to recorded ensemble performances; have the students engage in a class critique</li> </ul>
<p><b>Career Awareness</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Student conductor</li> <li>• Interview individuals working in music careers and present to group</li> <li>• Use internet to research music careers</li> </ul>



# TREBLE CHOIR

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Treble Choir</i> is a performing vocal ensemble and represents the school at public functions and concerts. The development of correct posture and technique is stressed and there are opportunities for ensemble singing as students become ready. Concert participation is required as outlined in the course syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Understand basic music fundamentals</li> <li>• Show awareness of inner voices</li> <li>• Read own voice part of vocal score</li> <li>• Understand vocal instrument; sing in tune with proper tone</li> <li>• Perform basic music fundamentals: quality, posture, diction, and breathing</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate:</li> <li>• ability to sing in tune</li> <li>• singing with uniform vowel and consonant production</li> <li>• ability to sing through register changes</li> <li>• appropriate use of vibrato</li> <li>• Develop proper projection techniques</li> <li>• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the <i>Tank</i>, and the <i>Siren</i> exercises (see Appendix)</li> <li>• Major and minor scales using sol-fa or numbers</li> <li>• Chromatic phrases</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Vocal Techniques (cont.)</b>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques</li> <li>• Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass</li> </ul>	
<b>The Instrument</b> <b>AKAS:</b> B.1-3 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize human voice as an instrument</li> <li>• Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function</li> <li>• Describe anatomy of vocal mechanism and how it works</li> <li>• Sing with open throat, relaxed jaw, and correct voice placement</li> <li>• Understand: <ul style="list-style-type: none"> <li>○ how nutrition, climate, and health-related choices affect vocal production</li> <li>○ the function of the diaphragm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, the <i>Ladder</i>, and the <i>Snake</i> exercises (see Appendix)</li> </ul>
<b>Improvise</b> <b>AKAS:</b> A.1-3 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing question and answer improvisations</li> <li>• Improvise: <ul style="list-style-type: none"> <li>○ utilizing scat singing technique</li> <li>○ melodies over a harmonic structure</li> <li>○ by adding ornamentation to melodic lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students the opportunity to utilize improvisation in a performance setting</li> </ul>
<b>Choral Literature</b> <b>AKAS:</b> C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Sing: <ul style="list-style-type: none"> <li>○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from medium-easy to moderately difficult</li> <li>○ a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use additional materials such as: <i>K-8 Music Magazine</i>, <i>Music Alive!</i>, <i>Music Express</i>, <i>Activate</i>, etc.</li> <li>• Sing songs in languages such as: Spanish, Latin, French, or German</li> <li>• Sing a song using sign language</li> </ul>

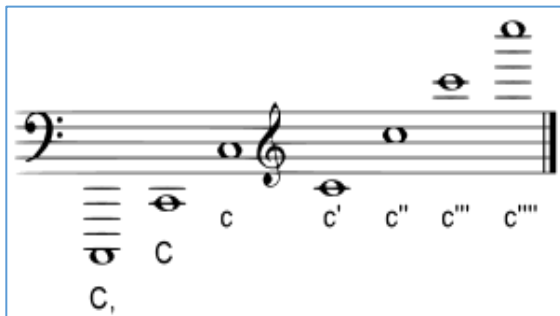
Concepts	Mastery Core Objectives	Suggested Activities
<b>Choral Literature (cont.)</b>	<ul style="list-style-type: none"> <li>• Classify by genre and style a varied body of exemplary musical works</li> <li>• Understand historical and cultural context of literature</li> </ul>	
<b>Ear Training</b> AKAS: B.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Aurally recognize:               <ul style="list-style-type: none"> <li>◦ in tune singing</li> <li>◦ major, minor, and chromatic tonalities and intervals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Memorize intervals from known songs</li> <li>• Minimize the use of the keyboard in the choir rehearsal so that the students can hear the voices and better assess where improvement is needed</li> </ul>
<b>Musical Literacy</b> AKAS: C.1-3, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Perform standard rhythm notation using syllables</li> <li>• Recognize all meter signatures</li> <li>• Sight read, accurately and expressively, medium-easy to moderately difficult music</li> <li>• Read notes in treble or bass clefs</li> <li>• Recognize key signatures</li> <li>• Identify accidentals not in key signatures</li> <li>• Understand and interpret form and expressive markings</li> <li>• Write rhythmic and melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Memorize order of sharps and flats and rules to key signatures</li> <li>• Student lead reading of all music symbols, from beginning to end, in a written composition</li> </ul>
<b>Performance Skills</b> AKAS: B.1-3, C.1-3 NAME:	<b>Students will</b> <ul style="list-style-type: none"> <li>• Sing own part independently from memory and with balance in an ensemble</li> <li>• Demonstrate an awareness of melody line and inner voices</li> <li>• Demonstrate proper concert etiquette, behavior, and stage presence</li> <li>• Perform and create movement sequences</li> <li>• Follow conductor cues and written musical markings</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video of performance; with a checklist, write evaluation of skills</li> <li>• Observe concert performances by various groups and discuss skills</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Perform a musical theatre production</li> <li>• Perform in concerts</li> <li>• Submit a recording for solo and ensemble</li> <li>• Submit an all-state recording</li> </ul>
<b>Critique/Aesthetics</b> AKAS: B.2-3, C.2-3, D.2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music</li> <li>• Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to recorded ensemble performances, and have the students engage in a class critique</li> <li>• Observe concert performances by various treble groups and discuss skills. Critique sheets can be used for the students to evaluate the performance</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Career Awareness</b> <b>AKAS:</b> D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Student conductor: conduct and/or prepare a large or small group</li> <li>• Interview individuals working in music careers and present to group</li> <li>• Use the Internet to research music careers</li> </ul>

# ORCHESTRA



American Standard Pitch



Helmholtz Pitch Notation

# CHAMBER ORCHESTRA

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Chamber Orchestra</i> is a performing group of string players and represents the school at public functions and concerts. Concert participation is required as outlined in the grading criteria. A limited amount of time is spent on study material. The bulk of the time is spent on concert orchestral literature. Recommended contact time for high school orchestra is at least four times each week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior for the context and style of music performed</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals taught in <i>Varsity</i> or <i>Concert Orchestra</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ knowledge of proper care and maintenance of instrument and bow</li> <li>○ ability to perform simple repairs to own instrument as needed: <ul style="list-style-type: none"> <li>○ replacing strings</li> <li>○ tightening chin rest</li> <li>○ cleaning and polishing instrument</li> <li>○ checking for open seams, cracks, warped or cracked bridge</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use diagram worksheets displaying instruments and parts</li> </ul>

	o Straightening the bridge	
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Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Body Format</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to refine and develop: <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> <li>○ arrange chair, stand, and body to be able to watch conductor at all times</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Violinist and violist should use shoulder rest or pad</li> <li>• Use of rubrics and checklists</li> <li>• Model correct playing posture</li> <li>• Demonstrate with pictures</li> </ul>
<p><b>Playing Technique</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to refine and exhibit: <ul style="list-style-type: none"> <li>○ proper bow grip</li> <li>○ left hand finger placement</li> <li>○ finger patterns for whole steps, half steps, double stops, and chromatic alterations</li> <li>○ shifting techniques and position study: upper strings 2nd, 3rd 4th, and 5th position, and lower strings 2nd, 3rd, 4th, 5th, and 7th positions</li> <li>○ vibrato techniques</li> <li>○ ability to play embellishments including mordents, turns, trills, and grace notes as needed in standard graded orchestral literature</li> <li>○ right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, hooked bowing, repeated up-bow, spiccato bowing, loure bowing, sul ponticello bowing, Martelé bowing, chords, sul tasto, and Sautillé</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use shoulder rest or pad</li> <li>• Model correct shifting technique</li> <li>• Model correct vibrato technique</li> <li>• Model correct bowing and pizzicato techniques</li> <li>• <a href="http://www.stringskills.com/">http://www.stringskills.com/</a></li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce and expand: <ul style="list-style-type: none"> <li>○ producing tone quality that demonstrates the characteristic sound of the instrument</li> <li>○ awareness of ways to improve tone production by increasing control of bow speed, bow weight, <del>and</del> bow placement, how much bow hair to use, and which part of the bow to use</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen to live performances</li> <li>• Model good tone quality</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Ear Training</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>○ recognize characteristic sound of a major and minor scale</li> <li>○ play increasingly complex tunes and rhythmic patterns by rote</li> <li>○ match a pitch</li> <li>○ adjust left hand finger placement in order to manipulate a pitch</li> <li>○ tune instrument to A440 from an electric tuner or another instrument</li> <li>○ sing individual parts within the ensemble as written in standard graded orchestral literature</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Scales</li> <li>• Scales in harmonies of 3<sup>rd</sup></li> <li>• Match pitch with stand partner</li> <li>• Sing scales</li> <li>• Sing other parts within the orchestra</li> </ul>
<p><b>Musical Literacy</b> AKAS: B.2, C..1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ notes in the appropriate clef</li> <li>○ and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire.</li> <li>○ the tempo markings as they occur in the repertoire</li> <li>○ sharp, flat, and natural signs</li> <li>○ dynamic symbols as they occur in the repertoire</li> <li>○ various signs as they occur in the music</li> <li>○ in the keys of D, G, C, F, A, E, and Bb</li> <li>○ pitches necessitated by appropriate grade repertoire and/or method book and continue to expand range or instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify key signatures</li> <li>• Play scales and chorales with dynamics</li> <li>• Reinforce double sharps and double flats</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine the ability to read, count, and play: <ul style="list-style-type: none"> <li>○ all rhythms and meters as found in the graded orchestral literature</li> <li>○ in the following meters: 4/4, 3/4, 6/8, common time, and cut time</li> <li>○ complex rhythmic patterns including dotted eighth-sixteenth patterns, triplets, and syncopations</li> <li>○ rhythm patterns incorporating ties, up-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm exercises in SmartMusic</li> <li>• Use of a graded rhythm method</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Concert and Rehearsal Expectations</b></p> <p><b>AKAS:</b> B.2-3, D.1 <b>NAME:</b></p>	<p>beats, and fermatas</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>◦ to differentiate melody and harmony</li> <li>◦ to feel and produce a steady beat</li> <li>◦ to watch and understand the conductor’s beat patterns</li> <li>◦ to play independent line within and without an ensemble</li> <li>◦ be aware of all voices within an ensemble</li> </ul> </li> <li>• Continue to develop active listening skills</li> <li>• Have the opportunity to play repertoire of various styles</li> <li>• Perform or participate in a small ensemble and/or as a soloist, without a conductor and with expression and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Chorales</li> <li>• Chamber music</li> <li>• Work with metronome</li> <li>• Student conductors</li> <li>• Sectionals</li> <li>• Observe recorded and live solo and ensemble performances</li> <li>• Etudes</li> <li>• Auditions for all-state</li> <li>• Auditions for solo/ensemble</li> </ul>
<p><b>Musical Style</b></p> <p><b>AKAS:</b> B.1-3, C.1-3, D.1 <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to play a variety of musical styles including baroque, classical, romantic, and contemporary literature</li> <li>• Demonstrate knowledge of the different musical periods, composers, styles, and musical form as found in the standard literature used in class</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a variety of musical styles</li> <li>• Compare and contrast different selections</li> </ul>

<p><b>Notation, Composition, &amp; Improvisation</b></p> <p>AKAS: A.1-3, B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine knowledge of: <ul style="list-style-type: none"> <li>◦ musical notation</li> <li>◦ key signatures for C, D, and G major</li> <li>◦ time signatures 4/4; 3/4; 2/4; 6/8, common time, and cut time</li> <li>◦ improvisatory techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, C, F, Bb, and Eb major</li> <li>• Be able to identify whole steps and half steps and how they relate to a major scale</li> <li>• Identify the names of the keys of the piano keyboard</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Compose original melody and/or counter melody with harmony</li> <li>• Improvise answers in the same style to given rhythmic and melodic phrase</li> <li>• Improvise simple rhythmic and melodic ostinato accompaniments</li> </ul>
Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Sight Reading</b></p> <p>AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• refine sight reading skills including awareness of: <ul style="list-style-type: none"> <li>◦ key signature</li> <li>◦ time signature</li> <li>◦ rhythm</li> <li>◦ tempo markings</li> <li>◦ accidentals</li> <li>◦ form</li> <li>◦ signs (e.g., bowing, repeats, D.S. &amp; D.C. al fine/al coda)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Bach chorales</li> <li>• Sight reading books</li> <li>• <b>STARS:</b> S-signatures, time and key; T- tempo; A-accidentals; R-rhythm; S-signs</li> <li>• Routine sight reading</li> </ul>
<p><b>Listening</b></p> <p>AKAS: C.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and demonstrate an awareness and understanding of: <ul style="list-style-type: none"> <li>◦ active listening skills</li> <li>◦ concert etiquette both as a performer and as an audience member</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for listening to a broad repertoire of orchestral literature</li> <li>• Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances</li> </ul>

<p><b>Career Awareness</b>  <b>AKAS:</b> C.1, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music</li> <li>• Discuss ways to help achieve career goals:</li> </ul>	<ul style="list-style-type: none"> <li>• Offer job shadowing opportunities</li> <li>• Write resume</li> <li>• Write out good practice skills</li> <li>• Have students teach lessons with supervision</li> <li>• Google search music careers</li> <li>• Critique a variety of performances (written and verbal)</li> <li>• Portfolios, recordings, videos, internships, scholarship information, mentors</li> <li>• Public school teaching, private studio teaching, instrument repair, instrument design and production, store owner, professional musician, studio musician, part-time performer, composer, arranger, conductor, music therapist, critic, ethnomusicologist, sound technician, disc jockey, recording engineer, Armed Services musician, and others</li> </ul>
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# CONCERT ORCHESTRA

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Concert Orchestra</i> is designed for those students who are not ready for the advanced courses, but are past the beginning stage. The course will spend time on technical exercises, as well as some orchestral literature in preparing the students for <i>Chamber Orchestra</i>. Recommended contact time for high school orchestra is at least four times each week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of music performed</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Demonstrate ability to play with appropriate instrument position and posture</li> <li>• Perform basic music fundamentals taught in <i>Varsity Orchestra</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate: <ul style="list-style-type: none"> <li>○ understanding of proper care and maintenance of instrument and bow</li> <li>○ the ability to perform simple repairs to own instrument as needed: <ul style="list-style-type: none"> <li>○ replacing strings</li> <li>○ tightening chin rest</li> </ul> </li> </ul> </li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<b>The Instrument (cont.)</b>	<ul style="list-style-type: none"> <li>○ cleaning and polishing instrument</li> <li>○ checking for open seams, cracks, warped or cracked bridge</li> <li>○ Straightening the bridge</li> </ul>	
<b>Body Format</b> AKAS: B.2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Refine and exhibit:               <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> </ul> </li> <li>• Arrange chair, stand, and body to be able to watch conductor at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Violinist and violist should use shoulder rest or pad</li> <li>• Use of rubrics and checklists</li> <li>• Model correct playing posture</li> <li>• Demonstrate with pictures</li> </ul>
<b>Playing Technique</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Reinforce and refine:               <ul style="list-style-type: none"> <li>○ proper bow grip</li> <li>○ left hand finger placement for open string major and minor tetrachord</li> <li>○ finger patterns for whole steps, half steps, double stops, and chromatic alterations</li> <li>○ right arm technique for detache bowing, slurred bowing, bow lift, and up-bow to start</li> </ul> </li> <li>• Develop:               <ul style="list-style-type: none"> <li>○ shifting techniques</li> <li>○ open string harmonics</li> <li>○ vibrato techniques</li> <li>○ ability to define and play grace notes, trills, and turns</li> <li>○ expanding playing range</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use shoulder rest or pad</li> <li>• Model correct shifting technique</li> <li>• Model correct vibrato technique</li> <li>• Model correct bowing and pizzicato techniques</li> <li>• <a href="http://www.stringskills.com/">http://www.stringskills.com/</a></li> </ul>
<b>Tone Quality</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize and produce the characteristic tone of the instrument</li> <li>• Develop awareness of ways to improve tone production by control of bow speed, bow weigh bow placement, amount of bow hair to use, and which part of the bow to use</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to live performances</li> <li>• Model good tone quality</li> <li>• Compare the sound for different techniques</li> </ul>
<b>Ear Training</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Refine the ability to:               <ul style="list-style-type: none"> <li>○ recognize characteristic sound of a major and minor scale</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Major and minor scales</li> <li>• Introduce all types of minor</li> <li>• Play Two to three octave scales</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Ear Training (cont.)</b>	<ul style="list-style-type: none"> <li>○ play increasingly complex tunes and rhythmic patterns by rote</li> <li>○ match a pitch</li> <li>○ adjust left hand finger placement in order to manipulate a pitch</li> <li>○ play and tune instrument to A440 from an electric tuner or another instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Scales in harmonies of 3rd</li> <li>• Match pitch with stand partner</li> </ul>
<b>Musical Literacy</b> <b>AKAS:</b> B.2, C.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ the notes in the appropriate clef</li> <li>○ and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire</li> <li>○ the tempo markings as they occur in the repertoire</li> <li>○ sharp, flat, and natural signs</li> <li>○ dynamic symbols as they occur in the repertoire</li> <li>○ various signs as they occur in the music</li> <li>○ in the keys of D, G, C, F, A, E, and Bb</li> <li>○ pitches in the ranges indicated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify key signatures</li> <li>• Play scales and chorales with dynamics</li> <li>• Introduce the concept of double sharps and double flats</li> <li>• Violin: G3 to E6 Viola: C3 to A5 Cello: C2 to A4 Bass: E2 to G4</li> <li>• Repeat sign, solo/soli/tutti/divisi/unison, accent, staccato, marcato, first and second endings, long rest, D.C. al fine, fermata, D.S. al coda</li> </ul>
<b>Rhythmic Literacy</b> <b>AKAS:</b> B.2, C.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to read, count, and play: <ul style="list-style-type: none"> <li>○ whole, half, dotted half, quarter, eighth, triplets, dotted quarter, dotted sixteenth, and dotted eighth notes and rests</li> <li>○ in the following meters: 4/4, 3/4, 2/4, 6/8, common time, and cut time</li> <li>○ rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm exercises in SmartMusic</li> <li>• Use of a graded rhythm method</li> <li>• <a href="http://www.stringskills.com/">http://www.stringskills.com/</a></li> </ul>
<b>Concert &amp; Rehearsal Expectations</b> <b>AKAS:</b> B.2-3, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>○ be aware of correct intonation within an ensemble</li> <li>○ to differentiate melody and harmony</li> <li>○ to feel and produce a steady beat</li> <li>○ to watch and understand the conductor's beat patterns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chorales</li> <li>• Chamber music</li> <li>• Work with metronome</li> <li>• Student conductors</li> <li>• Sectionals</li> <li>• Observe recorded and live solo and ensemble performances</li> <li>• Etudes</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Concert &amp; Rehearsal Expectations (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ to play an independent line within and without an ensemble</li> <li>○ be aware of all voices within an ensemble</li> <li>○ compare and contrast a variety of ensembles</li> <li>• Continue to develop active listening skills</li> <li>• Have the opportunity to play repertoire of various styles</li> <li>• Perform or participate in a small ensemble and/or as a soloist, without a conductor and with expression and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Audition for all-state</li> <li>• Audition for solo/ensemble</li> <li>• Listen to a variety of musical styles</li> <li>• Compare and contrast different selections</li> </ul>
<p><b>Notation, Composition, &amp; Improvisation</b>  AKAS: A.1-3, B.2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop and refine knowledge of: <ul style="list-style-type: none"> <li>○ musical notation</li> <li>○ key signatures</li> <li>○ time signature</li> <li>○ improvisatory techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, C, A, F, Bb, and Eb major</li> <li>• Be able to identify whole steps and half steps and how they relate to a major scale.</li> <li>• Identify the names of the keys of the piano keyboard</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Compose original melody and/ or counter melody with or without harmony</li> <li>• Improvise answers in the same style to given rhythmic and melodic phrase</li> <li>• Improvise simple rhythmic and melodic ostinato accompaniments</li> </ul>
<p><b>Sight Reading</b>  AKAS: B.2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine sight reading skills including awareness of: <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ tempo markings</li> <li>○ accidentals</li> <li>○ signs (e.g., bowing, repeats, D.S. &amp; D.C. al fine/al coda)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>STARS:</b> S-signatures, time and key; T- tempo; A-accidentals; R-rhythm; S-signs</li> <li>• Routine sight reading</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening</b>  <b>AKAS:</b> C.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness and understanding of: <ul style="list-style-type: none"> <li>○ active listening skills</li> <li>○ concert etiquette both as a performer and an audience member</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for listening to a broad repertoire of orchestra literature</li> <li>• Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances</li> </ul>

# SYMPHONIC ORCHESTRA

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Symphonic Orchestra</i> is the top performing group of musicians and represents the school at public functions and concerts. Concert participation is required as outlined in the course syllabus. The group will consist of full string sections with the addition an appropriate number of wind, brass, and percussion players to create a full symphonic orchestra. The wind, brass, and percussion players must be concurrently enrolled in their band program. A limited amount of time is spent on study material. The bulk of the time is spent on symphonic orchestral literature. Recommended contact time for high school orchestra is at least four times each week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate: <ul style="list-style-type: none"> <li>◦ knowledge of proper care and maintenance of instrument</li> <li>◦ ability to perform simple repairs to own instrument as needed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Keep extra strings, reed, oil, etc. as required by instrument</li> </ul>
<p><b>Body Format</b>  <b>AKAS:</b> B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to refine and develop: <ul style="list-style-type: none"> <li>◦ correct playing posture without excess tension</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Modeling what not to do</li> <li>• Record them playing with good body format and then without for comparison</li> <li>• Clinicians</li> </ul>
<p><b>Playing Technique</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to refine and develop: <ul style="list-style-type: none"> <li>◦ proper playing technique of specific instruments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Bring in professional players to assess and correct issues</li> <li>• Clinics and clinicians</li> </ul>
<p><b>Tone Quality</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce and expand: <ul style="list-style-type: none"> <li>◦ sound representing the characteristic tone quality of a symphonic orchestra</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and attend live performances</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Ear Training</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>○ recognize characteristic sound of a major and minor scale</li> <li>○ match a pitch</li> <li>○ tune one’s instrument within the symphonic ensemble setting</li> <li>○ tune instrument to A440 from an electric tuner or another instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Scales</li> <li>• Scales in harmonies of a 3<sup>rd</sup></li> <li>• Match pitch with stand partner</li> <li>• Play increasingly complex tunes and rhythmic patterns by rote</li> <li>• Sing individual parts within the ensemble as written in standard graded orchestral literature</li> <li>• Introduce three forms of minor scales</li> </ul>
<p><b>Musical Literacy</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ the notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, tenor, or bass clef</li> <li>○ considerable range of tempo markings</li> <li>○ sharp, flat, and natural signs, and double sharps, and double flats</li> <li>○ indicated dynamic symbols: pp, p, mp, mf, f, ff, crescendo, and decrescendo</li> <li>○ musical symbols and terms as they occur in the appropriate level of graded orchestral literature including bowings and articulations</li> <li>○ embellishments such as trills and mordents</li> <li>○ multiple measures rests in the keys of D, G, C, A, E, B, F, Bb, Eb, and Ab</li> <li>○ pitches in the following ranges:  Violin: G3 to A7  Viola: C3 to D6  Cello: C2 to E5  Bass: E2 to G4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify key signatures</li> <li>• Play scales and chorales with dynamics</li> </ul>
<p><b>Rhythmic Literacy</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine the ability to read, count and play: <ul style="list-style-type: none"> <li>○ all rhythms and meters as found in the graded orchestral literature</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm exercises in SmartMusic</li> <li>• Use of a graded rhythm method</li> <li>• Rhythm dictation</li> <li>• Echo playing in increasing difficulty</li> <li>• Counting</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Rhythmic Literacy (cont.)</b>	<ul style="list-style-type: none"> <li>○ in the following meters: 4/4, 3/4, 6/8, common, and cut</li> <li>○ complex rhythmic patterns including dotted eighth-sixteenth patterns, triplets, and syncopations</li> <li>○ rhythm patterns incorporating ties, up-beats, multiple measure rests, and fermatas</li> </ul>	
<b>Concert &amp; Rehearsal Expectations</b> <b>AKAS:</b> B.2-3, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>○ be aware of correct intonation within an ensemble</li> <li>○ differentiate melody and harmony</li> <li>○ feel and produce a steady beat</li> <li>○ watch and understand the conductor's beat patterns</li> <li>○ play independent line within an ensemble</li> <li>○ be aware of all voices within an ensemble</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chorales</li> <li>• Chamber music</li> <li>• Work with metronome</li> <li>• Student conductors</li> <li>• Sectionals</li> <li>• Sit in different sections to play repertoire</li> </ul>
<b>Musical Style</b> <b>AKAS:</b> B.1-3, C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop the ability to play a variety of musical styles including Baroque, Classical, Romantic, and contemporary literature</li> <li>• Demonstrate knowledge of the different musical periods, composers, styles, and musical form as found in the standard literature used in class</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a variety of musical styles</li> <li>• Compare and contrast different styles</li> </ul>

<p><b>Notation, Composition, &amp; Improvisation</b></p> <p>AKAS: A.1-3, B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine knowledge of: <ul style="list-style-type: none"> <li>○ musical notation</li> <li>○ key signatures</li> <li>○ time signatures</li> <li>○ improvisatory techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, C, A, E, B, F, Bb, Eb, and Ab major</li> <li>• Be able to identify whole steps and half steps and how they relate to a major scale</li> <li>• Identify the names of the keys of the piano keyboard</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Improvise answers in the same style to given rhythmic and melodic phrase</li> <li>• Improvise simple rhythmic and melodic ostinato accompaniments</li> </ul>
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Sight Reading</b></p> <p>AKAS: 5, 10 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine sight reading skills including awareness of: <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ tempo</li> <li>○ accidentals</li> <li>○ form</li> <li>○ signs (e.g., bowing, repeats)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>STARS:</b> S-signatures, time and key; T- tempo; A-accidentals; R-rhythm; S-signs</li> <li>• Routine sight reading</li> <li>• <a href="http://www.stringskills.com/">http://www.stringskills.com/</a></li> <li>• Chorales</li> <li>• Sight reading materials</li> </ul>
<p><b>Listening</b></p> <p>AKAS: C.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and demonstrate an awareness and understanding of: <ul style="list-style-type: none"> <li>○ active listening skills</li> <li>○ concert etiquette both as a performer and an audience member</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for listening to a broad repertoire of orchestral literature</li> <li>• Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances</li> <li>• Critiques of performances (written and/or verbal)</li> </ul>

<p><b>Career Awareness</b>  <b>AKAS:</b> C.1, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music: public school teaching, private studio teaching, instrument repair, instrument design and production, store owner, professional musician, studio musician, part-time performer, composer, arranger, conductor, music therapist, critic, ethnomusicologist, sound technician, disc jockey, recording engineer, Armed Services musician, and others</li> <li>• Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Offer job shadowing opportunities</li> <li>• Write resume</li> <li>• Write out good practice skills</li> <li>• Have students teach lessons with supervision</li> <li>• Google search music careers</li> <li>• Critique a variety of performances (written and verbal)</li> </ul>
<p><b>Solo Ensemble</b>  <b>AKAS:</b> A.3, B.1-2, C.2-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast a variety of ensembles</li> <li>• Perform/or participate in a small ensemble and/or as a soloist, without a conductor, and with expression and accuracy</li> <li>• Continue to develop an understanding of a variety of appropriate musical styles</li> </ul>	<ul style="list-style-type: none"> <li>• Observe recorded and live solo and ensemble performances</li> <li>• Etudes</li> <li>• Scales</li> <li>• Mixed small ensembles</li> <li>• Auditions for solo/ensemble</li> <li>• Auditions for all-state</li> </ul>

# VARSITY ORCHESTRA

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Varsity Orchestra</i> offers instruction in violin, viola, cello, and string bass technique and is open to any student with no previous training on these instruments. The development of correct posture and technique will be stressed and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences as described in the syllabus. Recommended contact time for high school orchestra is at least four times each week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Extend knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul>	<ul style="list-style-type: none"> <li>• Use diagram worksheets displaying instruments and parts</li> </ul>
<p><b>Body Format</b>  <b>AKAS:</b> B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Violinist and violist should use shoulder rest or pad</li> <li>• Use of rubrics and checklists</li> <li>• Model correct playing posture</li> <li>• Demonstrate with pictures</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Body Format (cont.)</b>	<ul style="list-style-type: none"> <li>○ proper bow grip</li> <li>• arrange chair, stand, and body to be able to watch the conductor at all times</li> </ul>	
<b>Playing Technique</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop:               <ul style="list-style-type: none"> <li>○ left hand finger placement for open string major and minor tetrachord</li> <li>○ finger patterns for whole steps, half steps, double stops, and chromatic alterations</li> <li>○ right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, and up-bow to start</li> <li>○ Minor tetrachord</li> <li>○ Use of fourth finger for violin and viola</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Model correct bowing and pizzicato techniques</li> <li>• Minor <i>Mary Had A Little Lamb, Hot Cross Buns, Twinkle, Yankee Doodle</i> in major and minor</li> </ul>
<b>Tone Quality</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop:               <ul style="list-style-type: none"> <li>○ recognize the characteristic tone quality of the instrument</li> <li>○ awareness of ways to improve tone production by developing control of bow speed, bow weight, and bow placement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen to live performances</li> <li>• Model good tone quality</li> </ul>
<b>Ear Training</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to:               <ul style="list-style-type: none"> <li>○ recognize characteristic sound of a major scale</li> <li>○ play simple tunes by rote</li> <li>○ match a pitch</li> <li>○ adjust left hand finger placement in order to manipulate a pitch</li> <li>○ tune instrument to A440 from an electric tuner or another instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Scales and thirds</li> <li>• Scales in harmonies of 3rd</li> <li>• Match pitch with stand partner</li> <li>• Sing scale in solfege</li> <li>• Echo playing</li> </ul>
<b>Musical Literacy</b> AKAS: B.2, C.1, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Identify and play:               <ul style="list-style-type: none"> <li>○ the notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef</li> <li>○ the tempo markings as indicated in the repertoire</li> <li>○ dynamic symbols as indicated in the repertoire</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify key signatures</li> <li>• Play scales and chorales with dynamics</li> <li>• F major</li> <li>• E minor</li> <li>• Reinforce with worksheets</li> <li>• Mad minutes</li> <li>• Reverse mad minutes</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<b>Musical Literacy (cont.)</b>	<ul style="list-style-type: none"> <li>○ various signs as they occur in music as indicated in the repertoire</li> <li>○ multiple-measure rest</li> <li>○ in the keys of D, G, C, and A major</li> <li>○ pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested instrument ranges: <ul style="list-style-type: none"> <li>○ Violin and viola: notes in 1st and 3rd position</li> <li>○ Cellos: notes in 1st and 4th positions</li> <li>○ Basses: E2 - G4</li> </ul> </li> </ul>
<b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to read, count, clap, and play rhythm patterns combining various notes and rests, including: whole, half, dotted half, quarter, eighth, triplets, dotted quarter, sixteenth, and dotted eighth <ul style="list-style-type: none"> <li>○ in the following meters: 4/4, 3/4, 2/4</li> <li>○ rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm exercises in SmartMusic</li> <li>• Use of a graded rhythm method</li> <li>• Write in counting</li> <li>• Rhythm dictation</li> </ul>
<b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability: <ul style="list-style-type: none"> <li>○ to be aware of correct intonation within an ensemble</li> <li>○ to understand the concept of melody and harmony</li> <li>○ to feel and produce a steady beat</li> <li>○ to watch and understand the conductor's beat patterns</li> <li>○ to play an independent line within and without an ensemble</li> <li>○ to be aware of all voices in an ensemble</li> </ul> </li> <li>• Continue to develop active listening skills</li> <li>• Have the opportunity to play repertoire of various styles</li> </ul>	<ul style="list-style-type: none"> <li>• Chorales</li> <li>• Chamber music</li> <li>• Work with metronome</li> <li>• Sectionals</li> <li>• Introduce conducting patterns</li> </ul>
<b>Notation, Composition, &amp; Improvisation</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop and utilize an understanding of musical notation</li> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ key signatures for D, G, C, and A major</li> <li>○ time signatures 4/4; 3/4; 2/4 and 6/8</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, C, and A major</li> <li>• Be able to identify whole steps and half steps and how they relate to a major scale</li> <li>• Identify the names of the keys of the piano keyboard</li> <li>• Complete a given melody by filling in the</li> </ul>

		missing notes
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Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Notation, Composition, &amp; Improvisation (cont.)</b></p>		<ul style="list-style-type: none"> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Improvise answers in the same key, meter, and style to the given rhythmic and melodic phrase</li> <li>• Improvise simple rhythmic and melodic ostinato accompaniments</li> </ul>
<p><b>Sight Reading</b> AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce sight reading skills including awareness of: <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ tempo</li> <li>○ accidentals</li> <li>○ signs (e.g., bowing, repeats)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>STARS:</b> S-signatures, time and key; T- tempo; A-accidentals; R-rhythm; S-signs</li> <li>• Routine sight reading</li> </ul>
<p><b>Listening</b> AKAS: C.1-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness and understanding of: <ul style="list-style-type: none"> <li>○ active listening skills</li> <li>○ concert etiquette both as a performer and an audience member</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for listening to a broad repertoire of orchestral literature</li> <li>• Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances</li> </ul>

**BAND**

# CONCERT BAND

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation and at least one year experience playing requested instrument</p>	<p><b>Overview:</b>  <i>Concert Band</i> is designed for those students who are not ready for the advanced courses, but are past the beginning stage. The course will spend time on technical exercises, scales, etudes, solo, and ensemble literature and appropriate level band literature. This group is a performance ensemble and represents its school at public functions, athletic events, and evening performances.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Follow the teacher’s directions</li> <li>• Perform basic music fundamentals taught in <i>Intermediate Band</i></li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  AKAS: B.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Continue to properly assemble and disassemble the instrument in a timely manner</li> <li>• Introduce instrument quality (student line, intermediate, and professional)</li> <li>• Introduce differences in mouthpieces and other hardware</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> <li>• Place posters of instruments around room</li> <li>• Reinforcement of cleaning procedures of individual instruments</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate reed strength and brand choice in relation to student progress</li> <li>• Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul> <p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>○ Continue to develop tuning slide technique</li> <li>• Lubricant removal/application</li> </ul>	
<p><b>Playing Posture</b></p> <p>AKAS: B.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop playing posture: total body, arm, hand, wrist, and finger position</li> <li>• Continue to position chair, stand, and body to be able to watch the conductor at all times</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b></p> <p>AKAS: A.1-3, B.1-3, C.103, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to: <ul style="list-style-type: none"> <li>○ understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>○ stop playing, watch and listen when the conductor stops the ensemble</li> <li>○ understand appropriate concert etiquette as an audience member and performer</li> <li>○ develop appropriate practice techniques</li> <li>○ develop and utilize appropriate warm-up techniques</li> <li>○ reinforce appropriate playing and resting position</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Programming a variety of musical styles including: marches, orchestral transcriptions, popular compositions, and contemporary literature at middle school level</li> <li>• Silent rehearsals (Monk Day)</li> <li>• Sectionals</li> <li>• Small ensemble/Solo experience</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Concert &amp; Rehearsal Expectations (cont.)</b>	<ul style="list-style-type: none"> <li>○ reinforce active listening skills</li> <li>○ experience playing repertoire in a wide variety of styles</li> </ul>	
<p><b>Tone Quality</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue developing appropriate tone quality</li> <li>• Demonstrate awareness of ways to improve tone production</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>○ Continue to develop ability to use proper breathing techniques</li> <li>○ Produce evenly sustained straight tones using an appropriate embouchure</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• continue developing ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level rudiments</li> <li>○ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument</li> <li>○ demonstrate awareness of variation in sound produced by striking different areas of a given instrument</li> <li>○ make appropriate mallet choice according to the needs of the specific instrument and piece</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> <li>• Produce a controlled and sustained vibrato if and when appropriate</li> </ul>
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.1, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue development in the use of proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs</li> <li>• Continue to expand instrument playing range</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> <li>• Double tonguing</li> <li>• Introduction to extended instrument family members (e.g., piccolo, bari sax, alto clarinet, bass trombone)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Woodwind &amp; Brass Techniques (cont.)</b>	<u><b>Woodwinds</b></u> <ul style="list-style-type: none"> <li>• Develop ability to define and play trills, and grace notes</li> <li>• How to read a trill chart</li> </ul>	
<b>Percussion Techniques</b> AKAS: A.3, B.1-2, C.3, D.1 NAME:	<b>Students will:</b> <u><b>Snare Drum</b></u> <ul style="list-style-type: none"> <li>○ Continue development of the ability to identify and play the following rudiments: single paradiddle, flam, flam tap, flam</li> <li>○ Accent, flam paradiddle, nine-stroke roll, five-stroke roll, seventeen-stroke roll, drag/ruff</li> <li>○ Play single stroke and double stroke rolls with increased speed</li> <li>○ Play on the rim and rim-shots</li> </ul> <u><b>Bass Drum, Cymbals, and Auxiliary Percussion</b></u> <ul style="list-style-type: none"> <li>○ Continue to develop ability to play with proper technique</li> <li>○ Continue to develop ability to play rolls on timpani, suspended cymbal and triangle</li> </ul> <u><b>Mallet Percussion</b></u> <ul style="list-style-type: none"> <li>• Play indicated scales</li> </ul>	<ul style="list-style-type: none"> <li>• 40 essential rudiments</li> <li>• Hand and wrist checklist</li> </ul>
<b>Aural Skills &amp; Application</b> AKAS: A.3, B.1-2, C.3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue to develop the ability to:               <ul style="list-style-type: none"> <li>○ tune to a given pitch</li> <li>○ play and tune instrument to a given pitch, from an electronic tuner, or another instrument</li> <li>○ sing given pitch</li> </ul> </li> </ul> <u><b>Woodwinds and Brass</b></u> <ul style="list-style-type: none"> <li>○ Continue to develop ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> <u><b>Percussion</b></u> <ul style="list-style-type: none"> <li>○ Continue to develop ability to adjust tension on all types of drum heads and to tune timpani</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Play scales in a round</li> <li>• Develop ability to tune properly while using a mute</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  <b>AKAS:</b> A.3, B.1-2, C.2-3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify all notes in the appropriate clef</li> <li>• Continue to develop an understanding of instrument transpositions and the difference between concert and written pitch</li> <li>• Be able to identify whole steps and half steps and how they relate to major scales</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Memorize and-play scales in the keys of Concert C, F, B<sup>b</sup>, E<sup>b</sup>, A<sup>b</sup>, D<sup>b</sup>, G<sup>b</sup>, B, E, A, D, and G major</li> <li>• Play scales in the keys of C, F, B<sup>b</sup>, and E<sup>b</sup> natural minor</li> <li>• Play and memorize a one octave chromatic scale</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Use alternate fingerings/positions</li> <li>• Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> <li>• Identify all notes in the appropriate clef</li> <li>• Continue to develop an understanding of instrument transpositions and the difference between concert and written pitch</li> <li>• Be able to identify whole steps and half steps and how they relate to major and minor scales</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Memorize and play scales in the keys of Concert C, F, B<sup>b</sup>, E<sup>b</sup>, A<sup>b</sup>, D<sup>b</sup>, G<sup>b</sup>, B, E, A, D, and G major</li> <li>• Play scales in the keys of C, F, B<sup>b</sup>, and E<sup>b</sup> natural minor</li> <li>• Play and memorize a one octave chromatic scale</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> <li>• Students sing their part</li> <li>• Recommended instrument ranges:  Flute: C4 to F6 (c' - f''')  Oboe: C4 to E6 (c' - e''')  Bassoon: Eb2 to Eb4 (Eb - eb)  Clarinet: F3 to G5 (F - g'')  Bass Clarinet F3 to G5 (F - g'')  Saxophones: C4 to E6 (c' - e''')  Cornet or Trumpet: G3 to E5 (g - e'')  F Horn: G3 to F5 (g - f'')  Trombone or Baritone/Euphonium: F2 to D4 (F - d')  Tuba: F1 to D3 (F, - d)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Musical Literacy (cont.)</b>	<b>Woodwinds and Brass</b> <ul style="list-style-type: none"> <li>• Use alternate fingerings/positions</li> <li>• Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> </ul>	
<b>Rhythmic Literacy</b> AKAS: A.3, B.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Count, clap, and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, dotted half, dotted quarter, dotted eighth, triplets and other beat/note divisions and sixteenth</li> <li>• Define and perform in all indicated meters</li> <li>• Perform rhythm patterns incorporating fermatas, ties, pickup, and grace notes</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Syncopation activities</li> <li>• Rhythm Flash Cards</li> <li>• Define and perform in polymetric and polyrhythmic idioms</li> <li>• Replicate the conducting patterns used in common time, cut time, 4/4, 3/4, 2/4, and 6/8 meters</li> <li>• Rhythm dictation</li> </ul>
<b>Melodic-Awareness</b> AKAS: A.3, B.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue to develop the ability to identify, define, and use correct phrasing techniques</li> <li>• Continue to develop the ability to play familiar, simple tunes by ear</li> <li>• Demonstrate ability to balance within the section and within the total ensemble</li> <li>• Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics during scale activities</li> <li>• <i>Sound Pyramid</i>: when playing in an ensemble, players should think about the sound being produced (specifically the balance of the sound) in the shape of a pyramid; instruments at the top of the pyramid should produce less volume and instruments at the bottom should produce more volume so there is a good balance</li> </ul>
<b>Symbols &amp; Terms</b> AKAS: A.2, B.1, C.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue to define and demonstrate knowledge of various signs as they occur in the repertoire</li> <li>• Use resources to look up definitions outside of class</li> <li>• Continue to develop knowledge of the circle of fifths and how to use it to identify major and minor keys</li> <li>• Define and play all indicated tempo markings in the repertoire and understand their use as expressive elements</li> <li>• Define and play all indicated dynamic markings in the repertoire and understand their use as expressive elements</li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Key signature identification</li> <li>• Meter identification</li> <li>• Hypothetical meter exercises</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Notation &amp; Composition</b>  <b>AKAS:</b> A.1-3, B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Draw the notes and rests and musical symbols previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales</li> <li>• Write out rhythms</li> <li>• Be able to identify the keys of the piano keyboard</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Write the key signatures and related scales in concert pitch and transposed pitch</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> </ul>
<p><b>Sight Reading</b>  <b>AKAS:</b> A.2-3, B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly sight reading</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  <b>AKAS:</b> B.1, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of various styles of music and various composers other than current popular trends through listening in the classroom and/or attending live performances</li> <li>• Develop ability to listen critically to music and discuss what they hear using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reports</li> <li>• Play recordings of standard band repertoire</li> <li>• Identify musical styles such as marches, orchestral transcriptions, popular compositions, and contemporary literature at middle school level</li> <li>• Form mapping exercises</li> <li>• Melodic contouring exercises</li> </ul>

# JAZZ BAND

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> By Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Jazz Band</i> will give students an opportunity to experience different styles of music literature and the creative process unique to jazz. Students will be required to be in <i>Concert</i> or <i>Symphonic Band</i> unless they play instruments not commonly found in these ensembles. Recommended contact time for high school jazz band is 270 minutes per week. This is a progressive skills class which may be repeated for credit</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow teacher’s directions</li> <li>• Perform basic music fundamentals taught in <i>Concert Band</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve sense of knowledge of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Refine skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make aesthetic judgments of music</li> <li>• Develop and refine ability to make critical and constructive criticisms of one’s own performance and the performances of others in music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.2, B.1-2, C.2-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b>  <u><b>Woodwinds</b></u></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>○ use alternate fingers</li> <li>○ use vibrato</li> </ul> </li> </ul> <p><u><b>Brass</b></u></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>○ play in the upper range</li> <li>○ use alternate positions/fingerings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play in the altissimo register</li> </ul>

	o use vibrato (slide vibrato)	
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<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Woodwind &amp; Brass Techniques (cont.)</b>	<ul style="list-style-type: none"> <li>○ Play with various mutes and know their individual characteristics</li> </ul>	

<p><b>Rhythm Section Techniques</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b>  <u><b>Piano</b></u></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>○ know and use chord symbols</li> <li>○ use chord symbols in comping technique</li> <li>○ choose appropriate playing technique to portray melody, accompaniment (comping), and solos</li> </ul> </li> <li>• Introduce extended chords (9th, 11th and 13th)</li> </ul> <p><u><b>Bass</b></u></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>○ play/improvise stylistically correct bass lines from chord symbols</li> <li>○ keep accurate time</li> </ul> </li> </ul> <p><u><b>Guitar</b></u></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>○ demonstrate chord shapes for major, minor, major 7, dominant 7, minor 7, and diminished 7 chords using 4th, 5th, and 6th string roots</li> </ul> </li> <li>• Introduce extended chords (9th, 11th and 13th)</li> <li>• Choose appropriate playing technique to portray melody, accompaniment (comping), and solos</li> </ul> <p><u><b>Percussion</b></u></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>○ play the bass drum, hi-hat, ride cymbal, crash cymbal, snare drum, tom-toms, additional cymbals</li> <li>○ Know and use chord symbols on the mallet instruments</li> <li>○ solo on the mallet instruments</li> <li>○ comp on the mallet instruments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Scales on rhythms</li> <li>• Scales in thirds</li> </ul>
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Musical Literacy</b>	<b>Students will:</b>	• Play a classical piece in jazz style

<p><b>AKAS:</b> A.1-3, B.1, C.1-3 <b>NAME:</b></p>	<ul style="list-style-type: none"> <li>• Develop knowledge of basic chord construction and symbols for major, minor, diminished, and augmented chords</li> <li>• Continue to develop sufficient technique to: memorize the circle of fifths for the playing range of the instrument at appropriate level, memorize blues scales for B<sup>b</sup>, E<sup>b</sup>, F, and C</li> <li>• Develop the ability to identify and build bebop, blues, mixolydian and dorian scales in all keys</li> </ul>	
<p><b>Rhythmic Literacy</b> <b>AKAS:</b> A.3, B.1-2, C.2-3, D.1 <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of how notes and phrases are played in: swing, Latin, rock, ballad, and be-bop, styles</li> <li>• Continue to expand rhythmic vocabulary and repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Play rhythms in different styles and with different articulations</li> <li>• Rhythm dictation</li> </ul>
<p><b>Melodic Awareness</b> <b>AKAS:</b> A.3, B.1-2, D.1 <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and refine the ability to: <ul style="list-style-type: none"> <li>◦ identify, define, and use correct phrasing techniques in varying jazz styles</li> <li>◦ balance within the section</li> <li>◦ balance within the total ensemble</li> </ul> </li> </ul> <p><b><u>Rhythm Section</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of ability to play as a unit and in response to the large ensemble or a soloist</li> </ul> <p><b><u>Lead Trumpet Trombone, and Alto Saxophone</u></b></p> <ul style="list-style-type: none"> <li>• Be introduced to the concepts of leads and the requirements of these positions</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in different sections in rehearsal</li> <li>• Lead players run sectionals</li> </ul>
<p><b>Symbols &amp; Terms</b> <b>AKAS:</b> A.3, B.1-2, C.1-2, D.1-2 <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of and the ability to play the articulations as they occur in the repertoire</li> <li>• Continue to develop a knowledge of accent markings and how they are performed in varying jazz styles</li> </ul>	<ul style="list-style-type: none"> <li>• Terms matching quiz</li> <li>• Written tests</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Improvisation</b>  AKAS: A.3, B.1-2, C.1-2, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge and refine technique to improvise using major and minor scales and modes</li> <li>• Continue to develop the ability to create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music and chord symbols provided</li> <li>• Improvise by ear using only the sounds created by the rhythm section (jam)</li> <li>• Play jazz heads and riffs in differing key signatures without the aid of notation</li> </ul>	<ul style="list-style-type: none"> <li>• Trading twos and fours</li> <li>• Transcribe and/or analyze solos from recordings</li> <li>• Transposition exercises</li> </ul>
<p><b>Notation &amp; Composition</b>  AKAS:  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Transcribe simple melodies</li> <li>• Transpose simple melodies</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a 12 bar or more blues riff, and transpose it for all instruments in the ensemble</li> </ul>
<p><b>Sight Reading</b>  AKAS: A.2-3, B.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to sight read literature at the appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm reading drills</li> <li>• Sight read middle school and high school charts</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  AKAS: B.1, C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge and appreciation of varying jazz styles and performers through classroom listening and attending live performances</li> <li>• Refine the ability to identify and play differing musical styles related to the jazz ensemble idiom</li> </ul>	<ul style="list-style-type: none"> <li>• Have students analyze and critique a recording of their performance</li> </ul>

# SYMPHONIC BAND

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition Only</p>	<p><b>Overview:</b>  <i>Symphonic Band</i> is designed for the advanced band student. The class will spend time on scales, technical exercises, etudes, solo and ensemble literature, and appropriate level band literature. This group is a performance ensemble and represents its school at public functions, athletic activities, and evening performances. This is a progressive skills class which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow teacher’s directions</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Perform basic music fundamentals taught in <i>Concert Band</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve sense of knowledge of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Refine skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make aesthetic judgments of music</li> <li>• Develop and refine ability to make critical and constructive criticisms of one’s own performance and the performances of others in music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case and make appropriate adjustments for inclement weather</li> <li>• Further develop and refine the ability to select appropriate reeds and mouthpieces appropriate to instrument, player, and music</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> <li>• Place posters of instruments around room</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>The Instrument (cont.)</b>	<ul style="list-style-type: none"> <li>• Demonstrate proper lubrication of the instrument: what to use, what not to use, and how to use</li> </ul>	
<b>Playing Posture</b> <b>AKAS:</b> B.1-2, D.1 <b>NAME:</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop proper playing posture and embouchure: total body, arm, hand, wrist, and finger position</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet instruments and auxiliary instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>
<b>Concert &amp; Rehearsal Expectations</b> <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2 <b>NAME:</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to: <ul style="list-style-type: none"> <li>◦ understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>◦ stop playing, watch and listen when the conductor stops the ensemble</li> <li>◦ understand appropriate concert etiquette as an audience member and performer</li> <li>◦ develop appropriate practice techniques</li> <li>◦ develop and utilize appropriate warm-up techniques</li> </ul> </li> <li>• Reinforce appropriate playing and resting position</li> <li>• Reinforce active listening skills</li> <li>• Experience playing repertoire in a wide variety of styles</li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Periodically refrain from verbal cues</li> <li>• Silent rehearsals (Monk Day)</li> <li>• Sectionals</li> <li>• Small ensemble/Solo experience</li> <li>• Demonstrate dynamics, articulations and tempo through conducting</li> <li>• Programming a variety of musical styles including: marches, orchestral transcriptions, popular compositions, and contemporary literature at middle school level</li> <li>• Rearrange ensemble set up</li> </ul>
<b>Tone Quality</b> <b>AKAS:</b> A.3, B.1-2, C.3, D.1 <b>NAME:</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Demonstrate increased awareness of ways to improve tone production</li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Tone Quality (cont.)</b></p>	<p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to use proper breathing techniques</li> <li>• Produce evenly sustained straight tones using a good embouchure</li> <li>• Produce a controlled and sustained vibrato</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level rudiments</li> <li>○ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument</li> <li>○ play bass drum, cymbals, mallet instruments, and auxiliary percussion with proper technique</li> <li>○ Make appropriate mallet choice according to the needs of the specific instrument and piece</li> </ul> </li> </ul>	
<p><b>Woodwind &amp; Brass Techniques</b></p> <p>AKAS: A.3, B.1-2, C.3, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs</li> <li>• Demonstrate increased ability to define and play double, triple, and flutter tonguing for appropriate instruments</li> <li>• Continue to expand instrument playing range</li> </ul> <p><b>Woodwinds</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to define and play trills, turns and grace notes</li> <li>• Demonstrate the ability to read a trill chart</li> </ul> <p><b>Brass</b></p> <ul style="list-style-type: none"> <li>○ Develop the advanced techniques associated with double and triple tonguing</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank method</li> <li>• Buzzing activities</li> <li>• Arban's method</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Percussion Techniques</b></p> <p>AKAS: A.3, B.1-2, C.3, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <p><b><u>Snare Drum</u></b></p> <ul style="list-style-type: none"> <li>○ Continue to develop the ability to execute the 26 standard rudiments from fast to slow</li> <li>○ Play single stroke and double stroke rolls from fast to slow</li> <li>○ Play on the rim and rim-shots</li> <li>○ Demonstrate ability to play bass drum, cymbals, and auxiliary percussion with the proper technique</li> </ul> <p><b><u>Mallet Percussion</u></b></p> <ul style="list-style-type: none"> <li>○ Introduce rolls and chords using four mallet technique</li> <li>• Play rolls on timpani, suspended cymbal and triangle with increased speed memorize and play indicated scales</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Rubank method</li> <li>• Percussion ensemble/drumline activities</li> <li>• Play the rudiments at various tempos</li> </ul>
<p><b>Aural Skills &amp; Application</b></p> <p>AKAS: A.3, B.1-2, C.3, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to: <ul style="list-style-type: none"> <li>○ demonstrate the ability to tune to a given pitch</li> <li>○ play and tune instrument to a given pitch from an electronic tuner or another instrument</li> <li>○ sing given pitch</li> </ul> </li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>○ Continue to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> <p><b><u>Brass</u></b></p> <ul style="list-style-type: none"> <li>○ Introduce ability to tune properly while using various mutes</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate ability to adjust tension on all types of drum heads and to tune timpani using a pitch pipe or by singing the tuning pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Play scales in a round</li> <li>• Rearranging band members around the room to foster listening and intonation skills</li> <li>• Sing an entire piece</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  AKAS: A.3, B.1-2, C.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify all notes in the appropriate clef</li> <li>• Identify and play sharp, double sharp, flat, double flat and natural signs</li> <li>• Memorize and play scales in the keys of Concert C, F, B<sup>b</sup>, E<sup>b</sup>, G, A<sup>b</sup>, D, A, G<sup>b</sup>, D<sup>b</sup>, B, and E major</li> <li>• Memorize and play a one-octave scale in the keys of e, a, d, g, c, f, bb, eb natural minor scales</li> <li>• Identify the difference between natural, harmonic, and melodic minor</li> <li>• Continue to develop an understanding of instrument transpositions and the difference between concert and written pitch</li> <li>• Memorize and play a chromatic scale over the indicated range of the instrument in quarter notes</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>○ Use alternate fingerings/positions</li> <li>○ Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> <li>• Students sing their part</li> <li>• Two octave scales (range permitting)</li> <li>• Write the scales listed above in both concert and transposed key signatures</li> <li>• Recommended instrument ranges:  Piccolo D4 to C7 (c' - c''')</li> <li>Flute: C4 to C7 (c' - c''')</li> <li>Oboe: D4 to D6 (d' - d''')</li> <li>Bassoon: Bb1 to Bb4 (Eb - bb)</li> <li>Soprano/Alto Clarinets: E3 to G6 (E - g''')</li> <li>Bass Clarinet F3 to G5 (F - g'')</li> <li>Saxophones: Bb3 to F6 (bb- F''')</li> <li>Cornet or Trumpet: F#3 to C6 (f# - c''')</li> <li>F Horn: F3 to A5 (f - a'')</li> <li>Trombone or Baritone/Euphonium: F2 to Bb4 (F - bb')</li> <li>Tuba: F1 to G3 (F, - g)</li> </ul>
<p><b>Rhythmic Literacy</b>  AKAS: A.3, B.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Further develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter eighth, dotted half, dotted quarter, triplets and other beat/note divisions, dotted eighth, and sixteenth</li> <li>• Define and perform in all indicated meters</li> <li>• Identify polymetric and polyrhythmic idioms</li> <li>• Perform rhythm patterns incorporating fermatas, ties, and pickup notes</li> <li>• Replicate the conducting patterns used in common time, cut time, 4/4, 3/4, 2/4, 6/8, and common meters</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Syncopation activities</li> <li>• SmartMusic exercises</li> <li>• Allow students to conduct</li> <li>• Incorporate mixed meter and compound meter pieces</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Melodic Awareness</b> AKAS: A.3, B.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to:               <ul style="list-style-type: none"> <li>◦ Identify, define, and use correct phrasing techniques</li> <li>◦ Play familiar, simple tunes by ear</li> <li>◦ Demonstrate ability to balance within the section and within the total ensemble</li> <li>◦ Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SmartMusic exercises</li> <li>• Sound Pyramid</li> </ul>
<p><b>Symbols &amp; Terms</b> AKAS: A.2, B.1, C.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level band literature</li> <li>• Memorize all major key signatures</li> <li>• Define and play all indicated tempo markings as they occur in the repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Quarterly music theory exam</li> <li>• Memorize relative minor key signatures</li> </ul>
<p><b>Notation &amp; Composition</b> AKAS: A.1-3, B.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Draw the notes, rests and musical symbols previously introduced</li> <li>• Write the key signatures and related scales in written pitch</li> <li>• Identify whole steps and half steps and how they relate to major and minor scales</li> <li>• Identify the difference between relative and parallel minor keys</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales</li> <li>• Write out rhythms</li> <li>• Have students compose a short chamber music piece such as a percussion ensemble piece</li> </ul>
<p><b>Sight Reading</b> AKAS: A.2-3, B.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Further develop the ability to sight read music literature at the appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly sight-reading</li> </ul>
<p><b>Critical Listening &amp; Analysis</b> AKAS: B.1, C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending live performances</li> <li>• Further develop the ability to identify the following musical styles: marches, orchestral transcriptions, popular compositions, and contemporary literature of appropriate level music</li> </ul>	<ul style="list-style-type: none"> <li>• Concert reports</li> <li>• Play recordings of standard concert repertoire</li> <li>• Melodic contouring exercises</li> <li>• Form mapping exercises</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Career Awareness</b>  <b>AKAS:</b> A.1, 3, C.1, 3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Investigate careers in music:</li> <li>• Discuss ways to help achieve career goals</li> </ul>	<ul style="list-style-type: none"> <li>• Invite local musicians to speak in the classroom</li> <li>• Invite local music education professors to speak in the classroom</li> <li>• Create a resume</li> <li>• Google search music careers</li> <li>• Investigate public school teaching, private studio teaching, instrument repair, instrument design and production, store owner, professional musician, studio musician, part-time performer, composer, arranger, conductor, music therapist, critic, ethnomusicologist, sound technician, disc jockey, recording engineer, armed services musician, and others</li> <li>• Portfolios, recordings, videos, internships, scholarship information, and mentors</li> </ul>



# VARSITY BAND

<p><b>Grades:</b> 9-12  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Varsity Band</i> is open to any student with no previous instrumental training or those with less than one year’s experience. The instruments taught are restricted to those normally found in band classes. This is a progressive skills course which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow teacher’s directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Follow teacher’s directions</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Identify keys of the instrument by their proper names</li> <li>• Properly assemble and disassemble the instrument</li> </ul> <p><b><u>Reed Instruments</u></b></p> <ul style="list-style-type: none"> <li>○ Care for reeds properly</li> <li>○ Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul> <p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>○ Main tuning slides</li> <li>○ Lubrication removal/application</li> <li>○ Water removal</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> <li>• Place posters of instruments around room</li> </ul>
<p><b>Playing Posture</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop playing posture and embouchure: total body, arm, hand, wrist, and finger position</li> <li>• Position chair, stand, and body to be able to</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture (cont.)</b></p>	<p>watch the conductor at all times</p> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>○ Properly support the instrument while sitting or standing to play</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments</li> </ul>	
<p><b>Concert &amp; Rehearsal Technique</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>• Stop playing, watch, and listen when the conductor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> <li>• Develop appropriate practice techniques</li> <li>• Develop and utilize appropriate warm-up techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Teacher demonstrations</li> </ul>
<p><b>Tone Quality</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Develop awareness of ways to improve tone production</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>○ Develop ability to use proper breathing techniques</li> <li>○ Develop evenly sustained straight tones using a good embouchure</li> <li>○ Use correct tonguing techniques</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level rudiments</li> <li>○ demonstrate awareness of variations in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Woodwind &amp; Brass Techniques</b></p> <p>AKAS: NAME:</p>	<p>sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the use of proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs</li> </ul> <p><b><u>Brass</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ use slurs on consecutive harmonics (lip slurs)</li> </ul> </li> </ul> <p><b><u>Trombone</u></b></p> <ul style="list-style-type: none"> <li>• Develop proper slur technique with slide and tongue</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> </ul>
<p><b>Percussion Techniques</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <p><b><u>Snare Drum</u></b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>◦ identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, five-stroke roll, nine-stroke roll, seventeen-stroke roll, single drag, ruff, single ratamacue, triple ratamacue, all from open to closed to open</li> <li>◦ play single stroke and double stroke rolls from open to closed to open</li> <li>◦ play on the rim and rim-shots</li> </ul> </li> </ul> <p><b><u>Bass Drum, Cymbals, and Auxiliary Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>◦ play with proper technique</li> <li>◦ play rolls on timpani, suspended cymbal, and triangle from open to closed to open</li> </ul> </li> </ul> <p><b><u>Mallet Percussion</u></b></p> <ul style="list-style-type: none"> <li>• play indicated scales</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Rubank method</li> </ul>
<p><b>Aural Skills &amp; Application</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and utilize the tuning mechanisms of the instrument</li> <li>• Develop the ability to tune to a given pitch</li> <li>• Play and tune instrument to a given pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Play scales in a round</li> <li>• Rearrange band members around the room to foster listening and intonation skills</li> </ul>

	<p>from an electronic tuner or another instrument</p> <ul style="list-style-type: none"> <li>• Sing given pitch</li> </ul>	
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Aural Skills &amp; Application (cont.)</b>	<p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>◦ improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> </li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>◦ adjust tension on all types of drum heads and to tune timpani, all with the aid of the instructor</li> </ul> </li> </ul>	
<b>Musical Literacy</b> AKAS: NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Name and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble clef or bass clef</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Identify and play scales in the keys of Concert C, F, B<sup>b</sup>, E<sup>b</sup>, A<sup>b</sup>, A, G, and D major for one octave</li> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> <li>• Play a chromatic scale over the indicated range of the instrument</li> <li>• Write the scales listed above in both concert and transposed key signatures</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>◦ Use alternate fingerings/positions</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> <li>• Identify and play pitches within the following ranges: <ul style="list-style-type: none"> <li>◦ Flute: eb to eb<sup>2</sup></li> <li>◦ Saxophone: c to c<sup>2</sup></li> <li>◦ French Horn: G to f1</li> <li>◦ Oboe: d to C<sup>2</sup></li> <li>◦ Bassoon: Bb<sup>b</sup> to c</li> <li>◦ Trombone or Baritone: F to d</li> <li>◦ Clarinet: E to C<sup>2</sup></li> <li>◦ Cornet or Trumpet: bb to f<sup>1</sup></li> <li>◦ Tuba: AA to C</li> </ul> </li> </ul>
<b>Rhythmic Literacy</b> AKAS: NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, dotted half, and dotted quarter; percussion to include sixteenth</li> <li>• Define and perform in common time, cut time, 3/4, 2/4, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Syncopation activities</li> <li>• SmartMusic exercises</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Melodic Perception</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>◦ identify, define, and use correct phrasing techniques</li> <li>◦ play familiar, simple tunes by ear</li> </ul> </li> <li>• Demonstrate ability to balance within the section and within the total ensemble</li> <li>• Play indicated dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• SmartMusic exercises</li> </ul>
<p><b>Symbols &amp; Terms</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define and demonstrate knowledge of: <ul style="list-style-type: none"> <li>◦ various signs as they occur in the music: repeat sign, solo/soli/tutti/divisi/</li> <li>◦ terms: unison, standard accent, tenuto, staccato, marcato, first and second endings, one measure repeat sign, long rest, D.C. al fine, and fermata</li> <li>◦ define the following dynamic markings: p, mp, mf, f, and the symbols for crescendo and decrescendo</li> <li>◦ identify key signatures indicated under the Pitch Perception Mastery Core Objective</li> <li>◦ define and play all indicated tempo markings: andante, moderato, allegro, and ritardando</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Quarterly music theory exam</li> </ul>
<p><b>Notation &amp; Composition</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Draw the notes and rests and musical symbols previously introduced</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Write the aforementioned key signatures and related scales in concert pitch and transposed pitch</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales</li> <li>• Write out rhythms</li> </ul>
<p><b>Music Appreciation</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge and appreciation of</li> </ul>	<ul style="list-style-type: none"> <li>• Play recordings and compare and contrast</li> </ul>

<b>AKAS: NAME:</b>	various styles of music other than current popular trends through listening in the classroom and attending live performances	
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# **Music Theory**

# ADVANCED PLACEMENT MUSIC THEORY

**Grades:** 11-12  
**Length:** Two Semesters  
**Prerequisite:** Teacher Recommendation

**Overview:**

*AP Music Theory* corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the proactive of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

*Visit the College Board: AP Central website for more information (<http://apcentral.collegeboard.com>).*



# MUSIC APPRECIATION

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Music Appreciation</i> will cover listening and discussion of Western music from Ancient World to the Middle Ages to the present. Contents include a discussion of musical concepts, evolution of forms, style, and media, and a detailed study of selected works from the concert repertoire.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Express a desire to experience the development of popular music from antiquity to present</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Develop a greater understanding of current musical trends through an appreciation of the historical development of music</li> <li>Increase knowledge of music fundamentals</li> <li>Increase awareness of the social, political, and economic influence on the development of music</li> <li>Learn to enjoy a variety of music activities through participating in or attending performances</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Forms</b>  <b>AKAS:</b> A.2, B.3, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Be introduced to a variety of musical forms</li> </ul>	<ul style="list-style-type: none"> <li>Form mapping</li> <li>Suggested forms for study include: Rondo, Binary, Sonata, Sonata-Allegro, Concerto, Oratorio, Symphony, Dance suites, Theme and variation, Mass, Motet, Chanson</li> </ul>
<p><b>Styles</b>  <b>AKAS:</b> A.2, B.1-3, C.1-2, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Be introduced to a variety of musical styles and genres</li> <li>Be introduced to a variety of music mediums and ensembles</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast different musical styles</li> <li>Styles and genres to include: Jazz, Avant-Garde, Improvisation, Secular, Sacred, Minimalism, 12-tone, Serialism, Impressionism</li> <li>Listening identification tests</li> <li>Listening examples</li> <li>Inviting guest artists to play for the class</li> <li>Mediums should include: Instrumental, Vocal, Orchestral, Solo, Chamber music, Concert band, Opera, Theatre, Electronic</li> </ul>
<p><b>Geographical Areas</b>  <b>AKAS:</b> A.1-2, B.1, 3, C.1, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Be introduced to music from a variety of regions and countries</li> </ul>	<ul style="list-style-type: none"> <li>Map tests</li> <li>Comparing present-day maps to era-specific maps</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Geographical Areas (cont.)</b>		<ul style="list-style-type: none"> <li>• Suggested countries of study include: Austria, United States, Ancient Greece, Ancient Rome, France, England, Germany, Italy, Russia</li> </ul>
<b>Notation</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Be introduced to a variety of musical notations</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested notations for study include: church modes, modal notation, mensural notation, staff notation, tablature, rhythm notation, twentieth century abstract notation, etc.</li> </ul>
<b>Historical Connections</b> AKAS: B.3, C.-12, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Explore the following musical time periods: <ul style="list-style-type: none"> <li>○ Antiquity – 800</li> <li>○ Middle Ages – 800-1400</li> <li>○ Renaissance – 1400-1600</li> <li>○ Baroque – 1600-1750</li> <li>○ Classical – 1750-1820</li> <li>○ Romantic – 1820-1900</li> <li>○ 20th Century 1900-Present</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Associate time periods with hallmark composers such as J.S. Bach, Mozart, Beethoven, Wagner, Debussy, Gershwin, Cage, etc.</li> <li>• Discuss advances in instrument technology with advancement in composition</li> </ul>

# THEORY OF MUSIC

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Theory of Music</i> is designed to develop students' abilities to recognize and understand the basic materials and processes in music. The course offers a solid foundation in intervals, pitch patterns, metric/rhythmic patterns, chords, musical composition, and the terms, rules, regulations that are a part of a basic understanding of music.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow teacher's directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop appreciation of the study of music fundamentals with the knowledge gained through performing and listening</li> <li>• Continue to develop and refine abilities through the creative process to write original works or arrange current published materials for various sized groups and instrumentation</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Basic Materials of Music:  Time &amp; Sound</b>  AKAS: C.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Begin to develop understanding of time and sound: <ul style="list-style-type: none"> <li>○ sound waves</li> <li>○ pitch</li> <li>○ intensity</li> <li>○ timbre</li> <li>○ harmonic series</li> <li>○ partials and overtones</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Comparing sound waves to sine waves</li> <li>• Science of sound and frequency</li> </ul>
<p><b>Musical Terminology</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define and identify: <ul style="list-style-type: none"> <li>○ scale degree terms (e.g., tonic, supertonic)</li> <li>○ common tempo markings</li> <li>○ common expression marking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Word wall</li> <li>• Vocabulary quizzes</li> <li>• See glossary at <a href="http://www.essentialsofmusic.com">http://www.essentialsofmusic.com</a></li> </ul>
<p><b>Notation Skills</b>  AKAS: A.1-3, C.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Notate and identify pitches in F clef, G clef, and C clef</li> </ul>	<ul style="list-style-type: none"> <li>• Use notation software</li> <li>• Write in pencil on staff paper</li> <li>• Use resources on <a href="http://www.emusictheory.com/practice.html">http://www.emusictheory.com/practice.html</a></li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Meter &amp; Rhythm</b>  AKAS: B.2, C.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Notate, identify and understand: <ul style="list-style-type: none"> <li>○ relative value of notes and rests</li> <li>○ subdivisions of the beat</li> <li>○ simple meters</li> <li>○ compound meters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• See exercises on <a href="http://www.musictheory.net">http://www.musictheory.net</a></li> <li>• Use notation software</li> <li>• Rhythm flashcards</li> <li>• Use resources on <a href="http://www.emusictheory.com/practice.html">http://www.emusictheory.com/practice.html</a></li> <li>• See exercises on <a href="http://www.musictheory.net/">http://www.musictheory.net/</a></li> </ul>
<p><b>Scales</b>  AKAS: A.1-2, C.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Begin to hear, and identify the following scales: <ul style="list-style-type: none"> <li>○ major scale</li> <li>○ natural minor scale</li> <li>○ harmonic minor scale</li> <li>○ melodic minor scale</li> <li>○ chromatic scale</li> <li>○ whole tone scale</li> <li>○ pentatonic scale</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use resources on <a href="http://www.emusictheory.com/">http://www.emusictheory.com/</a></li> <li>• See fundamentals of scales and key signatures on <a href="http://www.waybuilder.net/sweethaven/Arts/Music/Scales01/default.asp">http://www.waybuilder.net/sweethaven/Arts/Music/Scales01/default.asp</a></li> <li>• See exercises on <a href="http://www.musictheory.net/">http://www.musictheory.net/</a></li> </ul>
<p><b>Key Signatures</b>  AKAS: A.1-2, B.2, C.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Begin to notate, hear, and identify: <ul style="list-style-type: none"> <li>○ major keys</li> <li>○ minor keys</li> <li>○ relative keys</li> <li>○ enharmonic keys</li> <li>○ explain the circle of fifths</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Memorize the Circle of Fifths</li> <li>• Learn steps that lead to WHY key signatures are built the way they are</li> <li>• Order of sharps and flats</li> <li>• Use resources on <a href="http://www.emusictheory.com/">http://www.emusictheory.com/</a></li> <li>• See fundamentals of scales and key signatures on <a href="http://www.waybuilder.net/sweethaven/Arts/Music/Scales01/default.asp">http://www.waybuilder.net/sweethaven/Arts/Music/Scales01/default.asp</a></li> <li>• See exercises on <a href="http://www.musictheory.net/">http://www.musictheory.net/</a></li> </ul>

<p><b>Intervals, Triads, &amp; Chords</b></p> <p>AKAS: A.1-2, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Begin to notate, hear, and identify the following intervals: <ul style="list-style-type: none"> <li>○ perfect</li> <li>○ major</li> <li>○ minor</li> </ul> </li> <li>• Begin to notate, hear, and identify the quality of: <ul style="list-style-type: none"> <li>○ major and minor Triads</li> <li>○ seventh chords</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use resources on <a href="http://www.emusictheory.com/practice.html">http://www.emusictheory.com/practice.html</a></li> <li>• See exercises on <a href="http://www.musictheory.net/">http://www.musictheory.net/</a></li> </ul>
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Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Harmonization &amp; Voice Leading</b>  <b>AKAS:</b> A.1-2, B.2, C.1, 3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explore figured bass according to the rules of eighteenth century chorale style: <ul style="list-style-type: none"> <li>○ diatonic triads</li> <li>○ seventh chords</li> <li>○ inversions</li> <li>○ nonharmonic tones</li> <li>○ secondary-dominants</li> <li>○ dominant seventh chords</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use notation software</li> <li>• Study and Compare hymn arrangements</li> <li>• Simple Bach chorale analysis</li> </ul>
<p><b>Aural Skills</b>  <b>AKAS:</b> A.1-3, B.2, C.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Begin to hear and identify: <ul style="list-style-type: none"> <li>○ key centers</li> <li>○ key relationships</li> <li>○ modulations</li> <li>○ cadences</li> </ul> </li> <li>• Begin to develop the following aural skills:</li> <li>• Detect pitch and rhythmic errors in written music</li> <li>• Notate a melody from dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Use of recorded examples</li> <li>• Instructor play examples</li> <li>• Suggestions for nonharmonic tones: passing tones, neighboring tones, anticipation, suspension, retardation, appoggiatura, escape tone, and pedal tone</li> </ul>

# **Alternate Style**

# CHAMBER ENSEMBLE

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Chamber Ensemble</i> is designed to offer ensemble opportunities that do not fit in the category of band, orchestra, or choir. This could include, but is not limited to: guitar ensemble, handbell choir, recorder ensemble, ukulele ensemble, new music ensemble, percussion ensemble, etc. Students will perform music with emphasis on notation reading or rote learning, according to what is most appropriate for the ensemble. This is a progressive skills class which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior for the context and style of music performed</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals taught in <i>Varsity</i> or <i>Concert Orchestra</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Students will initiate self-discovery of musical styles</li> <li>• Sharpen analytical skills of musical history</li> <li>• Builds aesthetic appreciation of music across eras</li> <li>• Develop an appreciation of classical music</li> <li>• Synthesize knowledge, intelligence, and imagination of various music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Instrument Care</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the applicable instruments/equipment</li> <li>• Demonstrate proper care of the instrument/equipment including cleaning, proper carrying technique while the instrument is assembled, and proper storage</li> </ul>	



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Performance/Rehearsal Expectations</b>  <b>AKAS:</b> B.2-3, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing and resting positions.</li> <li>• Position stand and body to be able to watch the conductor/leader when applicable.</li> <li>• Stop playing, watch and listen when the conductor/leader stops the ensemble.</li> <li>• Understand appropriate concert etiquette as an audience member and a performer.</li> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument/equipment.</li> <li>• Demonstrate increased awareness of ways to improve tone production</li> <li>• Perform using musical expression, including but not limited to: dynamics, tempo, style, articulation, and phrasing</li> </ul>	
<p><b>Music Notation</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read and play music using a system for notating music, appropriate for age/skill level of the ensemble (when applicable)</li> <li>• Understand and identify cues or markings used to convey the intent of the music (such as dynamics, tempo, form, style)</li> </ul>	
<p><b>Rhythmic Knowledge</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Count and perform rhythm patterns combining various notes and rests appropriate for the age/skill level of the ensemble</li> </ul>	
<p><b>Critical Listening &amp; Analysis</b>  <b>AKAS:</b> C.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Will experience various styles of music other than current popular trends through listening in the classroom and/or attending live performances</li> </ul>	

# BEGINNING GUITAR

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Beginning Guitar</i> is designed for the students who wish to learn how to play the guitar. Students must supply their own strings, picks, acoustical guitar, and books. The class will spend time on scales, technical exercises, solo and ensemble literature, and appropriate level guitar ensemble literature.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor's directions</li> <li>• Demonstrate knowledge of proper care and use of the instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Develop skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make critical and constructive criticism of one's own performance and the performance of others</li> </ul>	
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify parts of instrument</li> <li>• Demonstrate proper care of the instrument: <ul style="list-style-type: none"> <li>○ cleaning</li> <li>○ proper carrying techniques</li> <li>○ proper storage in the case</li> <li>○ proper use and maintenance of humidifier (opt)</li> </ul> </li> <li>• Demonstrate proper technique of string replacement and peg adjustment</li> </ul>	<ul style="list-style-type: none"> <li>• Have students make a drawing of a guitar, labeling parts for their three-ring binder notebook where they will keep handouts and music</li> </ul>
<p><b>Playing Posture</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the proper playing posture: <ul style="list-style-type: none"> <li>○ keeping the back straight</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Model and monitor students' posture</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Playing Posture (cont.)</b>	<ul style="list-style-type: none"> <li>○ placement of guitar body on upper leg</li> <li>○ optional use of foot stand</li> <li>○ angle of guitar neck</li> <li>○ correct left and right hand position</li> </ul>	
<b>Tone Quality</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop sound demonstrating the characteristic tone of the guitar:               <ul style="list-style-type: none"> <li>○ placement of left hand fingers on strings</li> <li>○ correct placement of left thumb on neck</li> <li>○ right hand strumming and picking techniques</li> <li>○ develop awareness of ways to improve tone</li> <li>○ develop awareness of ways to alter tone</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Left hand fingernails need to be short for correct placement</li> <li>• Introduce p, i, m, a: the Spanish terminology for the right hand for picking technique</li> </ul>
<b>Tuning Techniques</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to hear matched pitches:               <ul style="list-style-type: none"> <li>○ tuning to the piano keyboard</li> <li>○ tuning to a pitch pipe</li> <li>○ tuning the sixth string and using the 5th and 4th fret tuning technique</li> <li>○ tuning with an electronic tuning device</li> <li>○ develop awareness of peg rotation and its effect on tuning</li> </ul> </li> </ul>	
<b>Musical Theory</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Define and draw the treble (G) clef</li> <li>• Define and draw the lines and spaces</li> <li>• Define and draw the ledger lines used in music</li> <li>• Define and draw bar lines, double bars, repeat signs, and all other markings applicable to the performance of the music</li> <li>• Develop the ability to understand and read TAB</li> </ul>	<ul style="list-style-type: none"> <li>• Provide music staff paper for students to practice drawing the different symbols</li> <li>• Have students find TAB for a favorite song online, download it, and learn to read and play</li> </ul>
<b>Rhythmic Perception</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to count and perform rhythm patterns combining various notes and rests: whole, dotted half, half, dotted quarter, quarter, and eighth</li> </ul>	<ul style="list-style-type: none"> <li>• Practice conducting patterns for the different time signatures using simple melodies for examples to conduct</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Rhythmic Perception</b> AKAS: NAME:	<ul style="list-style-type: none"> <li>• Define and perform in 4/4, 3/4, and 2/4 meter</li> <li>• Understand and replicate the conducting patterns of 4/4, 3/4, 2/4 meters</li> <li>• Define and perform the various gestures used by conductors</li> <li>• Perform rhythm patterns using fermatas, ties, and pickup notes</li> </ul>	
<b>Melodic Perception</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to:               <ul style="list-style-type: none"> <li>○ identify, define, and use correct phrasing techniques</li> <li>○ play familiar, simple melodies by ear</li> <li>○ balance with the section and the total ensemble</li> <li>○ play indicated dynamics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform in small ensembles for the class, with assessment by peers and teacher</li> </ul>
<b>Symbols &amp; Terms</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to:               <ul style="list-style-type: none"> <li>○ define and perform knowledge of various signs as they are introduced in the music</li> <li>○ define and perform the various dynamic symbols</li> <li>○ define and perform the various tempo markings</li> <li>○ identify the various key signatures</li> <li>○ define and perform the chord symbols</li> <li>○ define and perform the various major and minor scales</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform individually and in small ensembles for the class, with assessment by peers and teacher</li> </ul>
<b>Notation &amp; Composition</b> AKAS: NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Draw the notes and rests introduced:               <ul style="list-style-type: none"> <li>○ write the key signature and scales</li> <li>○ complete a given melody by filling in the missing notes</li> <li>○ compose an ending to a given melody</li> <li>○ compose a variation to a given melody</li> <li>○ compose, notate, and perform an original song including melody, lyrics, and chord symbols</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write a simple folk or rock style song using I, IV, V and or V7 chord progression, with melody, lyrics and proper notation</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Chordal Accompanying</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ identify and define major and minor chords as they appear in the music</li> <li>○ use correct fingerings for each chord that appears in the music</li> <li>○ use various accompanying strums as appropriate to the time signature and style (e.g., finger style, blues, jazz, flamenco, 2/4, 3/4, 4/4, etc.)</li> <li>○ switch between chords without hesitation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice filling in chord frames for chords learned, with correct fingerings and correct chord names</li> <li>• Become aware of alternate chord fingerings and alternate locations on the guitar fingerboard</li> </ul>
<p><b>Improvisation</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ improvise in common major and minor scales and modes</li> <li>○ create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music and the chord symbols provided</li> <li>○ improvise by ear over a provided accompaniment</li> </ul> </li> </ul>	
<p><b>Music Appreciation</b></p> <p>AKAS: NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge and appreciation of various styles of music, other than the current popular trends, through listening in the classroom and attending live performances</li> </ul>	<ul style="list-style-type: none"> <li>• As students are introduced to the different styles, almost all of the guitarists have websites dedicated to them, with videos available of their performances, and downloads of their techniques are available</li> </ul>

# INTERMEDIATE GUITAR

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> <i>Beginning Guitar</i> or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Intermediate Guitar</i> is designed for the students who wish to continue learning to read and play music on the guitar. This is a progressive skills class which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>          The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate knowledge of proper care and use of the instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify parts of instrument.</li> <li>• Demonstrate proper care of the instrument:             <ul style="list-style-type: none"> <li>○ cleaning</li> <li>○ proper carrying techniques</li> <li>○ proper storage in the case</li> <li>○ proper use and maintenance of humidifier (opt)</li> <li>○ demonstrate proper technique of string replacement and peg adjustment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students make a drawing of a guitar, labeling parts for their three-ring binder notebook where they will keep handouts and music</li> <li>• Demonstrate proper techniques for replacing a string</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the proper playing posture: <ul style="list-style-type: none"> <li>○ keeping the back straight</li> <li>○ placement of guitar body on upper leg</li> <li>○ optional use of foot stand</li> <li>○ angle of guitar neck</li> <li>○ correct left and right hand position</li> <li>○ introduce shifting and position playing</li> <li>○ use appropriate fingerings for each chord that appears in the music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Model and monitor students' posture</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop good tone through the use of a pick and/or strumming with the right hand</li> <li>• Develop awareness of ways to improve tone</li> <li>• Develop awareness of ways to alter tone</li> </ul>	<ul style="list-style-type: none"> <li>• Left hand fingernails need to be short for correct placement</li> <li>• Continue to reinforce the picking techniques for RH using <i>p, i, m, a</i>: by introducing more literature that reinforces this technique</li> </ul>
<p><b>Tuning Techniques</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Tune to the piano keyboard</li> <li>• Tune to a pitch pipe</li> <li>• Tune the sixth string and using the 5th and 4th fret tuning technique</li> <li>• Tune with harmonics</li> <li>• Tune with an electronic tuning device</li> <li>• Develop awareness of peg rotation and its effect on tuning</li> </ul>	<ul style="list-style-type: none"> <li>• Students should be able to tune their own guitars</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to count, clap, and perform rhythm patterns combining various notes and rests: whole, dotted half, half, dotted quarter, quarter, and eighth</li> <li>• Define and perform in 4/4, 3/4, 6/8, and 2/4 meter</li> <li>• Count, clap, and perform rhythm patterns using fermatas, ties, and pickup notes</li> <li>• Select various strumming patterns and determine appropriateness for the style and context of the repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Practice conducting patterns for the different time signatures using simple melodies for examples to conduct</li> <li>• Have students create and notate rhythm patterns to strum on the guitar</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  <b>AKAS:</b> B.2, C.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ identify, define, and use correct phrasing techniques</li> <li>○ play familiar, simple melodies by ear</li> <li>○ use contrasting dynamics and various tempo markings</li> <li>○ define and perform fundamental I, IV, and V chords (with the help of the circle of fifths)</li> <li>○ read and play chords using a chord chart</li> <li>○ define and perform the various major and minor scales</li> <li>○ continue to develop chord vocabulary (memorized chords)</li> <li>○ read and play melodies using tab and/or standard notation in various positions</li> <li>○ use appropriate fingerings for each chord that appears in the music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform in small ensembles for the class, with assessment by peers and teacher</li> <li>• Play a scale in thirds</li> <li>• Balance with the section and the total ensemble</li> <li>• Identify the various key signatures</li> <li>• Perform individually and in small ensembles for the class, with assessment by peers and teacher</li> <li>• Define treble (G) clef, the lines and spaces, ledger lines used in music, bar lines, double bars, repeat signs, and all other markings applicable to the performance of the music</li> <li>• Have students find TAB for a favorite song online; download it; learn to read and play</li> <li>• Become aware of alternate chord fingerings and alternate locations on the guitar fingerboard</li> <li>• Practice filling in chord frames for chords learned with correct fingerings and correct chord names</li> </ul>
<p><b>Notation &amp; Composition</b>  <b>AKAS:</b> A.1-3, B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Symbol: write a song using a chord progression</li> <li>• Create a melody and notate using TAB and/or standard notation</li> </ul>	<ul style="list-style-type: none"> <li>• Transcribe a simple classical piece for guitar or ensemble, and perform for the class</li> <li>• Introduce basic binary form (AB and ABA) for composing</li> </ul>
<p><b>Improvisation</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>○ improvise in common major and minor pentatonic scales</li> <li>○ create improvised solos using melodic line, rhythm, tone quality, and style</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will need to be familiar with the guitar fingerboard and scales, basic chord structures, and inner voices of chord structures to begin improvisation</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  <b>AKAS:</b> B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge of various styles of music utilizing guitar, other than the current popular trends, through listening in the classroom and attending live performances</li> </ul>	<ul style="list-style-type: none"> <li>• As students are introduced to the different styles, almost all of the guitarists have websites dedicated to them, with videos available of their performances, and downloads of their techniques are available</li> </ul>



# STEEL PAN ENSEMBLE

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Steel Pan Ensemble</i> is designed for students who wish to learn how to play instruments in a steel drum ensemble. The course will spend time on scales, -solo and ensemble literature, and appropriate level music written for the <i>Steel Pan Ensemble</i>. This is a progressive skills course which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the instructor’s directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve sense of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Continue to enjoy a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Refine skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make aesthetic judgments of music</li> <li>• Develop and refine ability to make critical and constructive criticisms of one’s own performance and the performances of others in music</li> </ul>	
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the instrument</li> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying technique while the instrument is assembled, and proper storage in the case</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument care day</li> <li>• Instrument demonstrations</li> </ul>
<p><b>Playing Posture</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing position.</li> <li>• Position stand, and body to be able to watch the conductor at all times.</li> <li>• Demonstrate total body, arm, hand, wrist, and finger position.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Posture tests</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Concert &amp; Rehearsal Expectations</b>  AKAS: B.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the cues provided by the instructor</li> <li>• Develop the ability to play as an ensemble without the aid of a conductor</li> <li>• Develop the ability to learn by rote in the authentic tradition of steel pan playing</li> <li>• Have the opportunity to improvise solos</li> <li>• Stop playing, watch and listen when the instructor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> </ul>	<ul style="list-style-type: none"> <li>• Call and Response activities</li> <li>• Explanation of engine room</li> </ul>
<p><b>Tone Quality</b>  AKAS: B.2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Demonstrate awareness of the sweet spot for each note on assigned steel pan</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations of sweet spot</li> </ul>
<p><b>Musical Literacy</b>  AKAS: B.2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to name and play the notes of the lines and spaces of the staff, in treble clef or bass clef and appropriate ledger lines</li> <li>• Identify and play sharp, flat, and natural signs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and play sharp, flat, and naturals signs</li> </ul>
<p><b>Rhythmic Literacy</b>  AKAS: B.2, C.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Further develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, and dotted half</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> </ul>
<p><b>Melodic Awareness</b>  AKAS: B.2, C.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be aware of phrasing as it pertains to form in a piece</li> <li>• Play simple tunes by ear</li> <li>• Demonstrate ability to balance within the section and within the whole ensemble</li> <li>• Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil in sections of the form</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Symbols &amp; Terms</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level literature</li> <li>• Memorize all major and minor key signatures indicated</li> <li>• Define and play all indicated tempo markings</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols and Terms’ quizzes or tests</li> </ul>
<p><b>Musical Styles</b>  AKAS: B.1-3, C.1-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be exposed to varying styles of traditional steel pan music including but not limited to calypso, soca, and reggae</li> </ul>	
<p><b>Sight Reading</b>  AKAS: B.1, 3, C.1-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to sight read appropriate level music literature</li> </ul>	<ul style="list-style-type: none"> <li>• Sight read simple tunes</li> </ul>
<p><b>Music Appreciation</b>  AKAS: B.1, C.1-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and/or attending live performances</li> </ul>	<ul style="list-style-type: none"> <li>• Play listening examples as part of your anticipatory set</li> </ul>

# STEEL PAN ENSEMBLE, ADVANCED

<p><b>Grades:</b> 9-12  <b>Length:</b> One Semester  <b>Prerequisite:</b> Audition Only</p>	<p><b>Overview:</b>  <i>Advanced Steel Pan Ensemble</i> will spend time on scales, etudes, solo and ensemble literature, and appropriate level music written for steel drum ensemble. This group is a performance ensemble and represents the school at public functions and evening performances. This is a progressive skills course which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the instructor's directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve sense of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Continue to enjoy a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Refine skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make aesthetic judgments of music</li> <li>• Develop and refine ability to make critical and constructive criticisms of one's own performance and the performances of others in music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the instrument</li> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying technique while the instrument is assembled, and proper storage in the case</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument care day</li> <li>• Instrument demonstrations</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing position</li> <li>• Position stand, and body to be able to watch the conductor at all times</li> <li>• Demonstrate total body, arm, hand, wrist, and finger position</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Posture tests</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the cues provided by the instructor</li> <li>• Develop the ability to play as an ensemble without the aid of a conductor</li> <li>• Develop the ability to learn by rote in the authentic tradition of steel pan playing</li> <li>• Have the opportunity to improvise solos.</li> <li>• Stop playing, watch and listen when the instructor stops the ensemble</li> </ul> <p>Understand appropriate concert etiquette as an audience member and a performer</p>	<ul style="list-style-type: none"> <li>• Call and Response activities</li> <li>• Explanation of engine room</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Demonstrate increased awareness of the sweet spot for each note on assigned steel pan</li> <li>• Demonstrate increased awareness of variations in sound which result in using different mallets</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations of sweet spot</li> </ul>
<p><b>Musical Literacy</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Name and play the notes of the lines and spaces of the staff, in treble clef or bass clef and appropriate ledger lines</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Memorize and play a one octave scale, appropriate range permitting, in c and f major</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and play sharp, flat, and natural signs</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, sixteenth, dotted half, and dotted quarter</li> </ul>	<ul style="list-style-type: none"> <li>Daily rhythm activity</li> </ul>
<b>Melodic Awareness</b> AKAS: B.2, C.1, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Identify, define, and use correct phrasing techniques</li> <li>Play simple tunes by ear</li> <li>Demonstrate ability to balance within the section and within the whole ensemble</li> <li>Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Pencil in sections of the form</li> </ul>
<b>Symbols &amp; Terms</b> AKAS: B.2, C.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level literature</li> <li>Memorize all major and minor key signatures indicated</li> <li>Define and play all indicated tempo markings</li> </ul>	<ul style="list-style-type: none"> <li>Symbols and Terms' quizzes or tests</li> </ul>
<b>Musical Styles</b> AKAS: B.1-3, C.1-2, D.1-2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Define and play the following musical styles: calypso, soca, and reggae</li> </ul>	
<b>Sight Reading</b> AKAS: B.1, 3, C.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Sight read appropriate level music literature</li> </ul>	<ul style="list-style-type: none"> <li>Sight read simple tunes</li> </ul>
<b>Music Appreciation</b> AKAS: B.1, C.1-3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending live performances</li> </ul>	<ul style="list-style-type: none"> <li>Play listening examples as part of your anticipatory set</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Improvisation</b></p> <p><b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2</p> <p><b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>○ improvise in common major and minor scales and modes</li> <li>○ create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music and the chord symbols provided</li> <li>○ improvise by ear over a provided accompaniment</li> </ul> </li> </ul>	

