



School District of the City of St. Charles

K-12 Music

(General Music, Vocal Music, Band, Orchestra)

Approved by the Board of Education
May 2024



**K-12 Music
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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

K-12 Music Philosophy and Rationale

The K-12 music curriculum is designed to produce individuals who will:

- Create music independently and with others
- Have an understanding of the vocabulary and notation of music
- Listen perceptually and respond to music intellectually and emotionally
- Know and understand music from varied historical periods and cultures
- Evaluate music based on critical listening and theoretical analysis developed through best musical practices
- Become lifelong learners who support music programs by participation and appreciation of school and community music events

The study of music, as envisioned in this curriculum, makes an essential contribution to a child's social, intellectual, physical and emotional development, focusing on the development of the whole child and the cultivation of lifelong learners in the following ways:

- By bringing a proper balance to the total school curriculum and fostering creative problem-solving and critical thinking through creating, performing, responding, and connecting in music.
- By teaching 21st century skills: communication, collaboration, critical thinking, and creativity through the universal language of music.
- By fostering the discovery of self-expression through music and teaching students to use these expressive skills to convey meaning in other aspects of life because all human experience is accompanied by ideas and emotions.
- By providing an understanding and appreciation of artistic and aesthetic expression.
- By encouraging students to develop intrinsic motivation, self-confidence, self-discipline, accountability, good citizenship, leadership, and teamwork.
- By providing meaningful social interactions, students who participate in music will learn to accept and respect the ideas of others while working together to create, explore, and express through music.
- By engaging the child's imagination and allowing them to assert their uniqueness, students will explore, create, and interpret themselves and the world through the study of music and the musical traditions of diverse cultures.
- By fostering the music potential that exists in every human being to create a lifetime of musical enjoyment, appreciation, and advocacy.

Music educates the whole child by producing more confident and collaborative students in multiple disciplines. Learning music helps students expand their educational, emotional, social, and personal wholeness. It provides stronger ways for students to navigate an ever-changing world and remain confident they have something valuable to contribute. It can create a sense of belonging, increase student engagement, and improve the overall school culture. The K-12 music programs of the City of St. Charles School District serve as a bridge to the St. Charles community by consistently highlighting the success of our students across the district.

K-12 Music Program Goals

- Generate musical ideas for various purposes and contexts
- Select and develop musical ideas for defined purposes and contexts
- Analyze the structure and context of varied musical works and their implications for performance
- Develop personal interpretations that consider creators' intent
- Support interpretations of musical works that reflect creators'/performers' expressive intent
- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context
- Contribute individually prepared repertoire to a larger ensemble.
- Relate musical ideas and works to varied contexts and daily life to deepen understanding
- Use both sides of their brain which aides in the development of the whole child
- Understand that music is a universal language
- Find joy, inspiration, peace, intellectual stimulation, meaning and other life-enhancing qualities through participation in all of the arts
- Effectively collaborate and communicate in a social setting
- Develop skills such as goal setting, self discipline, confidence, organization, etc... applicable to all areas of life.
- Cultivate an appreciation and understanding of other cultures through music and the arts
- Enhance school climate and culture and promote school spirit
- Be a life-long participant/supporter of the arts

K-12 Music Course Descriptions

General Music (grades K-4)

This state required course is available to every K through 4th grade student in the City of St. Charles School District. Students will be engaged in creating, performing, responding to, and connecting with music. Children are encouraged to explore these ideas and acquire the variety of basic skills that nurture further learning and activities across the curriculum.

General Music (grades 5-6)

General Music provides students with varied opportunities to study music in a non-performance-oriented learning atmosphere. Students will develop skills and an understanding of musical elements and concepts including melody, notation, rhythm, form, harmony, texture, timbre, and expressive elements through active learning. Singing, moving, and playing pitched and unpitched instruments are an integral part of the music curriculum. There is an emphasis in creating, listening, history and performing.

Vocal Music (grades 5-6)

Vocal Music is a performance class that provides students with a choral ensemble experience. Various styles of music will be studied with an emphasis on music reading and part singing. Student skills in vocal production, general musicianship, and concert etiquette will be developed. Students will perform at least two times during the school year outside the school day. Attendance is required at all performances.

Cambiata Choir (grades 7-8)

Prerequisite: instructor approval is required

This course is a choral music performance class comprised entirely of changing voices. Emphasis will be placed on the choral experience through individual vocal development and choral skills. Students will study music notation and develop sight-reading skills through daily sight-singing activities. Students will study two and three-part choral literature from all historical and cultural periods of music. Students will also study vocal technique and practice performing skills, including staging and movement. Students will be required to perform for a live audience several times during the academic year outside the school day. Students enrolled in this class will have the opportunity to participate in school concerts, music festivals, & other types of performances.

Treble Choir (grades 7-8)

Prerequisite: instructor approval is required

This course is a choral music performance class comprised entirely of treble voices. Emphasis will be placed on the choral experience through individual vocal development and choral skills. Students will study music notation and develop sight-reading skills through daily sight-singing activities. Students will study two and three-part choral literature from all historical and cultural periods of music. Students will also study vocal technique and practice performing skills, including staging and movement. Students will be required to perform for a live audience several times during the academic year outside the school day. Students enrolled in this class will have the opportunity to participate in school concerts, music festivals, & other types of performances

Mixed Choir (grades 9-12)**Prerequisite: None****Credit: 1**

Mixed Choir is a non-auditioned ensemble for students who want a choral/vocal experience and are interested in studying choral literature and learning more about the fundamentals of music and beginning vocal techniques. Students will study unison and 2-3-part choral literature from all historical and cultural periods and learn the fundamentals of reading music. Students will also study vocal technique and practice performance skills; may include staging and movement. This choir may enter large ensemble and solo/small ensemble competitions at the district and state levels. Participation in this class will include performances and rehearsals that occur outside the school day.

Concert Choir (grades 9-12)**Prerequisite: instructor approval is required****Credit: 1**

Concert Choir is an auditioned ensemble for students who have some choral/vocal experience, and a solid foundation of fundamental reading skills. Students will study 3-4-part choral literature from all historical periods and learn the fundamentals of reading music. Students will also study vocal technique and practice performance skills; may include staging and movement. This choir may participate in choral festivals and enter large ensemble and solo/small ensemble competitions at district and state levels. The course will culminate in a variety of performance-based assessments, some of which may occur outside of the school day. Participation in this class will include performances and rehearsals that occur outside the school day.

Treble Choir (grades 9-12)**Prerequisite: instructor approval is required****Credit: 1**

Treble Choir is an auditioned ensemble of female voices. Students in this choir need to have some prior choral/vocal experience, and a solid foundation of fundamental reading skills. Students will study challenging 3- and 4-part choral literature from all historical periods of music. Students will also study vocal technique and practice performing skills; may include staging and movement. This choir may enter large ensemble and solo/small ensemble competitions at the district and state levels. Participation in this class will include performances and rehearsals that occur outside the school day.

Chamber/Madrigal Choir (grades 9-12)**Prerequisite: instructor approval is required****Credit: 1**

Madrigal Choir is a small ensemble of auditioned students who have some choral/vocal experience, and a solid foundation of fundamental reading skills. Students will study challenging 4-part choral literature from all historical periods of music. Students will also study vocal technique and practice performing skills; may include staging and movement. This choir may enter large ensemble and solo/small ensemble competitions at the district and state levels. This choir also performs in the community for civic organizations. Participation in this class will include performances and rehearsals that occur outside the school day.

5th grade Exploratory Band (grade 5)

This class is for students in 5th grade who have no, or limited, prior experience in band and who wish to study instrumental music by means of a woodwind, brass or percussion instrument. The focus of this class will be the exploration of the different band instruments and the development of basic fundamental instrumental music techniques and music as a form of artistic expression. All students will begin the year with an introduction to percussion. They will then explore a notation of the four other band instruments offered - flute, clarinet, trumpet and trombone. By the end of the school year, students will declare a preferred instrument to finish the year, perform at the spring band concert on that chosen instrument, and prepare for 6th grade band. Participation in this class will include performances and rehearsals that occur outside the school day.

6th grade Beginning Band (grade 6)

This class is for students in sixth grade who have no, or limited, prior experience in band and who wish to study instrumental music by means of a woodwind, brass, or percussion instrument for the entire school year. The focus of this class will be on the development of fundamental music techniques and music as a form of artistic expression. Performance opportunities will be provided to students participating in the Jefferson Band Program. Participation in this class will include performances and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

Concert band 6 (grade 6)

This class is for students in sixth grade who wish to study instrumental music by means of a woodwind, brass, or percussion instrument for the entire school year. The focus of this class will be on the further development of fundamental music techniques and music as a form of artistic expression. Performance opportunities will be provided to students participating in the Jefferson Band Program. Participation in this class will include performances and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

Concert Band 7 (grade 7)

Prerequisite: 6th Grade Band; instructor approval is required

This class is for students who demonstrate grade level appropriate development of instrumental music skills. The focus of this class will be on the further development of fundamental music skills & techniques learned in beginning band, as well as gaining an appreciation for music as a form of artistic expression. Students enrolled in this class will have the opportunity to participate in school concerts, music festivals, Jazz Band & other types of performances. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

Concert Band 8 (grade 8)

Prerequisite: 7th Grade Band; instructor approval is required

This class is for students who demonstrate grade level appropriate development of instrumental music skills. The focus of this class will be on the further development of fundamental music skills & techniques learned in beginning band, as well as gaining an appreciation for music as a form of artistic expression. Students enrolled in this class will have the opportunity to participate in school concerts, music festivals, Jazz Band & other types of performances. The 8th grade concert band is a prerequisite for high school band. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

Jazz Band (grades 7-8)

Prerequisite: Dual enrollment in 7/8 Concert Band; instructor approval and/or demonstrate competency for guitar, bass guitar, and piano is required

Students will be taught notation, phrasing, and improvisation within the jazz idiom. They will prepare and perform a variety of selections of traditional and contemporary jazz literature, develop improvisational skills, present several public performances, and participate in festivals. Members will attend occasional rehearsals in addition to regular rehearsals and are encouraged to audition for honors jazz ensembles. The recommended instrumentation includes saxophones, trumpets, piano, guitar, bass guitar, and drum set. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

Concert Band (grades 9-12)

Note: Students are required to purchase supplies for this course

Credit: 1

Prerequisite: enrollment in both semesters is required; approval of instructor required

The high school band is designed as a performing ensemble and strives to further refine the skills that students learn in middle school band. The emphasis during the first quarter is on marching band techniques. The emphasis during the second, third, and fourth quarters are on the development of the concert ensembles. This class is oriented towards performances, which include formal concerts, participation in civic and school-centered events, and various sorts of festivals. Students enrolled in this class will extensively explore music fundamentals and the development of instrumental music technique and music as a form of artistic expression. A variety of literature will be studied and performed from different styles and periods of music history including original band music, orchestral transcriptions, and well-known and varied popular works for band. Students are encouraged to augment their training with private instructions, auditions for honors ensembles, and participate in solo and small ensemble festivals. The study of music in this class will benefit the student who wishes to pursue music as a career. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

Jazz Ensemble/Jazz Band (grades 9-12)

Note: Students are required to purchase supplies for this course

Credit: 1

Prerequisite: Dual enrollment in Concert/Marching band; instructor approval and/or demonstrate competency for guitar, bass guitar, and piano is required

Students will be taught notation, phrasing, and improvisation within the jazz idiom. They will prepare and perform a variety of selections of traditional and contemporary jazz literature, develop improvisational skills, present several public performances, and participate in festivals. Members will attend occasional rehearsals in addition to regular rehearsals and are encouraged to audition for honors jazz ensembles. The recommended instrumentation includes saxophones, trumpets, piano, guitar, bass guitar, and drum set. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

Orchestra 5 (5th grade)

This class is designed for students with little or no prior orchestra experience. The strings program begins using a modified Suzuki string approach. Students learn the musical language and skills in much the same manner as they learn to speak their native language. Students are taught how to care for their instruments, to hold their instruments, to produce proper tones, to memorize, to develop a repertoire through rote reading and, eventually, to read music. Performance in concerts is a requirement of this class and students may have opportunities to participate in other types of performances. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day.

Orchestra 6 (6th grade)

This class is designed for beginning students with a moderate level of orchestra experience. The strings program begins using a modified Suzuki string approach. Students learn the musical language and skills in much the same manner as they learn to speak their native language. Students are taught how to care for their instruments, to hold their instruments, to produce proper tones, to memorize, to develop a repertoire through rote reading and, eventually, to read music and play music. Performance opportunities may be provided to students participating in the Jefferson orchestra program. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

Advanced Orchestra (grade 6)

Prerequisite: instructor approval is required

This class is designed for students with prior experience playing violin, viola, or cello through fifth grade orchestra. Students will continue to develop upon the musical skills and concepts that students possess with an emphasis on ensemble playing. Upper position studies, vibrato, and more technically difficult music will be introduced. Students will begin to explore music theory and orchestral literature. Performance opportunities may be provided to students participating in the Jefferson orchestra program. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

Orchestra 7 (grade 7)

Prerequisite: instructor approval is required

Violin, viola, cello & string bass are taught. Supplemental materials & sheet music will be provided. Orchestra performance & small group skills are stressed with playing technique being developed. At-home practice will be expected. Students enrolled in this class will have the opportunity to participate in school concerts, music festivals, & other types of performances. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

Advanced Orchestra (grade 7)

Prerequisite: instructor approval is required

Violin, viola, cello & string bass are taught. Supplemental materials & sheet music will be provided. Orchestra performance & small group skills are stressed with advanced playing technique being developed. At-home practice will be expected. Students enrolled in this class will have the opportunity to participate in school concerts, music festivals, & other types of performances. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

8th Orchestra (grade 8)

Prerequisite: instructor approval is required

Violin, viola, cello and string bass are taught. Students acquire performing skills necessary to enter high school orchestra in 9th grade. Supplemental materials & sheet music will be provided. Orchestra performance & small group skills are stressed with advanced playing technique being developed. At-home practice will be expected. Students enrolled in this class will have the opportunity to participate in school concerts, music festivals, & other types of performances. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

Orchestra (grades 9-12)

Note: Students are required to purchase supplies for this course

Credit: 1

Prerequisite: instructor approval is required

Students will rehearse and perform a variety of traditional and contemporary orchestral literature, and develop technical skills and musical ability. The orchestra will present several public performances and will also perform at the State Music Festival. The preparation and performance of solos and small ensembles are encouraged. Members of the orchestra are also encouraged to audition for the All-Suburban Orchestra and All-State Orchestra. Participation in this class will include performances and rehearsals that occur outside the school day. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

Honors Music Theory (grades 10-12)

Credit: 1

Prerequisite: instructor approval is required

The Honors Music Theory course will take the students through musical training in the areas of reading and analyzing notated music and aural skills. Students enrolled in Honors Music Theory will study the basic elements of music; melody, harmony, and rhythm, in music of the Common Practice period (1600-1900). Honors Music Theory will contain aural training, dictation, analysis, and compositional skills thus promoting total musical literacy.

General Music Course Overview

Grade level(s): K-6	Credits earned: N/A
Course Rationale	Course Description
A musical education benefits students as they learn to identify, appreciate, and participate in their community musical traditions as well as other countries. Students develop verbal and nonverbal skills, increased intellectual capabilities to develop problem-solving, analyzing, synthesizing, and evaluating. Numerous studies indicate a consistent and positive correlation between a substantive music education and student achievement in other subjects and on standardized tests. A comprehensive music education program helps students develop their self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life; therefore, music should be an integral part of all students' education.	<i>All Individual Course descriptions are listed in the curriculum document beginning on pg. 7.</i>
Transfer Goals/Big Ideas	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Generate musical ideas for various purposes and contexts ● Select and develop musical ideas for defined purposes and contexts ● Analyze the structure and context of varied musical works and their implications for performance ● Develop personal interpretations that consider creators' intent ● Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context ● Support interpretations of musical works that reflect creators'/performers' expressive intent ● Relate musical ideas and works to varied contexts and daily life to deepen understanding 	
Priority Missouri Learning Standards/National Standards	
<p>MU: Cr1 - CREATE: Generate and conceptualize artistic ideas and work. MU: Cr2 - CREATE: Organize and develop artist ideas and work. MU: Pr4 - PERFORM: Select, analyze, and interpret, artistic work for presentation MU: Pr6- PERFORM: Convey meaning through the presentation of artistic work. MU: Re8 - RESPOND: Interpret intent and meaning in artistic work. MU: Cn11 - CONNECT: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019</p>	

Unit 1: CREATE

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MU: Cr1 MU: Cr2 https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019	<ul style="list-style-type: none"> ● Generate musical ideas for various purposes and contexts ● Select and develop musical ideas for defined purposes and contexts 	
	Enduring Understandings	Essential Questions
	Students will understand that... <ul style="list-style-type: none"> ● Creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. ● Musicians’ creative choices are influenced by their expertise, context, and expressive content. 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions?
Learning Targets		
Students will... <ul style="list-style-type: none"> ● Generate, conceptualize, organize, and develop artistic ideas and work. <ul style="list-style-type: none"> ○ Demonstrate a variety of different rhythmic and melodic notations. ○ Use creative movement, nontraditional, and traditional notation to create artistic ideas. ○ Perform their artistic ideas through voice and a variety of classroom instruments. ○ Improvise instrumental accompaniments to enhance songs, stories, and/or poems. 		
Unit Duration:		
Ongoing throughout the year.		

Strand: Create		
Topic: Imagine, Plan, and Make		
Objective: Students will generate, conceptualize, organize, and develop artistic ideas and work.		
Score 4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught.</p> <p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> ● K-2: Without guidance, students will create rhythmic and melodic ideas for a specific purpose and apply them to other areas. ● 3-5: Without guidance, students will create and improvise rhythmic and melodic ideas and explain the connection to specific purpose and context (social, cultural, and historical). ● 6: Without guidance, students will generate simple rhythmic, melodic and harmonic phrases within AB and ABA forms that convey expressive intent and explain the connection to specific purpose and context (social, cultural, and historical). 	<p style="text-align: center;">Sample Tasks</p> <p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 4.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● K-2: Improvise and compose a rhythmic or melodic pattern, independently. ● 3-5: Improvise and compose a rhythmic or melodic pattern, independently, with connections to a specific purpose or context. ● 6: Generate simple rhythmic, melodic and harmonic phrases within AB and ABA forms that convey expressive intent, with connections to a specific purpose or context.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <ul style="list-style-type: none"> ● K-2: Without guidance, students will create rhythmic and melodic ideas for a specific purpose. ● 3-5: Without guidance, students will create and improvise rhythmic and melodic ideas. ● 6: Without guidance, students will generate simple rhythmic, melodic and harmonic phrases within AB and ABA forms that convey expressive intent. 	<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● K-2: Compose a rhythmic or melodic pattern. ● 3-5: Improvise and compose a rhythmic or melodic pattern, independently. ● 6: Generate simple rhythmic, melodic and harmonic phrases within AB and ABA forms that convey expressive intent.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <ul style="list-style-type: none"> ● K-2: With limited guidance, students will describe rhythmic and melodic ideas for a specific purpose. ● 3-5: With limited guidance, students will describe rhythmic and melodic ideas. 	<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● K-2: Describe a rhythmic or melodic pattern with assistance. ● 3-5: Describe a rhythmic or melodic pattern with assistance.

		<ul style="list-style-type: none"> ● 6: With limited guidance, students will describe simple rhythmic, melodic and harmonic phrases within AB and ABA forms. 	<ul style="list-style-type: none"> ● 6: Describe simple rhythmic, melodic and harmonic phrases within AB and ABA forms.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> ● K-2: With substantial guidance, students will describe rhythmic and melodic ideas for a specific purpose. ● 3-5: With substantial guidance, students will describe rhythmic and melodic ideas. ● 6: With substantial guidance, students will describe simple rhythmic, melodic and harmonic phrases within AB and ABA forms. 		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 2: PERFORM

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p><i>MU: Pr4</i></p> <p>https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019</p>	<ul style="list-style-type: none"> ● Analyze the structure and context of varied musical works and their implications for performance ● Develop personal interpretations that consider creators' intent ● Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context 	
	Enduring Understandings	Essential Questions
	<p>Students will understand that performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Students will understand that analyzing creators' context and how they manipulate elements of music provides insight into their intent and informed performance.</p> <p>Students will perform and make interpretive decisions based on their understanding of context and expressive intent.</p>	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How does understanding the structure and context of musical works inform performance. ● How do performers interpret musical works? ● When is a performance judged ready to present? ● How do context and the manner in which musical work is presented influence audience response?
Learning Targets		
<p>Students will...</p> <ul style="list-style-type: none"> ● Select and develop musical ideas for defined purposes and contexts <ul style="list-style-type: none"> ○ Select, analyze, interpret, and convey the meaning of artistic work for presentation. ○ Demonstrate knowledge of music concepts from a variety of cultures. ○ Describe and demonstrate an understanding of musical structures and patterns in selected music. ○ Perform rhythmic and melodic patterns using standard notation. ○ Perform using expressive intent and following conductor cues. ○ Perform music with a specific purpose with technical accuracy. 		
Unit Duration:		
Ongoing throughout the year.		

Strand: Perform			
Topic: Analyze, Interpret, and Present			
Objective: Students will select, analyze, interpret, and convey meaning of artistic work for presentation.			
Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may: <ul style="list-style-type: none"> ● K-2: Without guidance, students will select, identify music elements, understand its purpose and demonstrate/perform it. ● 3-5: Without guidance, students will select, identify, understand, explain and demonstrate/perform music structures. ● 6: Without guidance, students will apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen. 		<p style="text-align: center;">Sample Tasks</p> <p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● K-2: Analyze and perform music of their choice with appropriate expression (dynamics, tempo, etc...) and musical contrasts (high/low, loud/soft, etc..) independently. ● 3-5: Analyze and perform music of their choice with appropriate expression (dynamics, tempo, etc...) and technical accuracy (rhythmic and melodic phrases) independently. ● 6: Analyze and perform music of their choice with appropriate expression (dynamics, tempo, etc...) and technical accuracy (rhythmic and melodic phrases) independently to perform for a specific purpose and/or context.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> <ul style="list-style-type: none"> ● K-2: With limited guidance, students will identify musical elements, understand its purpose and demonstrate/perform it using appropriate expressive qualities. ● 3-5: Without guidance, students will identify, understand, explain, and demonstrate/perform musical structures using appropriate expressive qualities. ● 6: With limited guidance, students will apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen. 		<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● K-2: Analyze and perform music with appropriate expression (dynamics, tempo, etc...) and music contrasts (high/low, loud/soft, etc..) with limited support. ● 3-5: Analyze and perform music with appropriate expression (dynamics, tempo, etc...) and technical accuracy (rhythmic and melodic phrases), independently. ● 6: Analyze and perform music with appropriate expression (dynamics, tempo, etc...) and technical accuracy (rhythmic and melodic phrases) independently to perform for a specific purpose and/or context.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
Score 2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i>		<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p>

	<ul style="list-style-type: none"> ● K-2: With guidance, students will describe musical elements (dynamics, tempo, music styles, repertoire, beat, rhythm and pitch), understand its purpose and demonstrate/perform it. ● 3-5: With guidance, students will describe, understand, and explain musical structures. ● 6: With guidance, students will apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen. 	<ul style="list-style-type: none"> ● K-2: Perform music with appropriate expression (dynamics, tempo, etc...) and music contrasts (high/low, loud/soft, etc..) with support. ● 3-5: Perform music with appropriate expression (dynamics, tempo, etc...) and technical accuracy (rhythmic and melodic phrases) with support. ● 6: Perform music with appropriate expression (dynamics, tempo, etc...) and technical accuracy (rhythmic and melodic phrases) independently to perform for a specific purpose and/or context.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<ul style="list-style-type: none"> ● K-2: With substantial guidance, students will describe musical elements, understand its purpose and demonstrate/perform it. ● 3-5: With substantial guidance, students will describe, understand and explain musical structures. ● 6: With substantial guidance, students will apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen. 	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 3: Respond and Connect
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>MU: Re8 MU: Cn11</p> <p>https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019</p>	<ul style="list-style-type: none"> ● Support interpretations of musical works that reflect creators’/performers’ expressive intent ● Relate musical ideas and works to varied contexts and daily life to deepen understanding 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent ● Connections in varied contexts of daily life enhance musicians' creating, performing, and responding. 	<ul style="list-style-type: none"> ● How do we discern the musical creators’ and performers’ expressive intent? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Analyze the structure and context of varied musical works and their implications for performance ● Interpret and relate artistic ideas with societal, cultural, and historical context. ● Demonstrate and describe how expressive qualities such as tempo and dynamics are used by the performers to reflect expressive intent. ● Respond to music elements through the use of scarves, parachutes, classroom instruments and movement. ● Demonstrate understanding of the relationship between music and other arts, disciplines, varied contexts and daily life. 		
Unit Duration:		
Ongoing throughout the year		

Strand: Respond and Connect		
Topic: Interpret, Evaluate and Making Connections		
Objective: Students will interpret and relate artistic ideas with societal, cultural, and historical context.		
Score 4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught.</p> <p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> ● K-2: Without guidance, students will demonstrate and describe how expressive qualities relate to artistic ideas within a context. ● 3-5: Without guidance, students will demonstrate and explain how expressive qualities relate to artistic ideas within a context. ● 6: Without guidance, students will demonstrate and explain their own personal interpretation of how creators and performers utilize expressive qualities to relate to artistic ideas within genres and cultural and historical context. 	<p style="text-align: center;">Sample Tasks</p> <p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● K-2: Demonstrate and describe expressive qualities (dynamics, tempo, etc...) that reflect the creators'/performers' expressive intent within a student chosen or created context. ● 3-5: Demonstrate and explain how expressive qualities (dynamics, tempo, etc...) are used in creators'/performers' personal interpretations to reflect expressive intent within a student chosen or created context. ● 6: Demonstrate and explain their own personal interpretation of how creators and performers utilize expressive qualities (such as dynamics, tempo, timbre and articulation) to relate to artistic ideas within genres and cultural and historical context.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <ul style="list-style-type: none"> ● K-2: With limited guidance, students will demonstrate how expressive qualities relate to artistic ideas within a context. ● 3-5: Without guidance, students will demonstrate and describe how expressive qualities relate to artistic ideas within a context. ● 6: Without guidance, students will demonstrate and describe personal interpretation of how creators and performers utilize expressive qualities to relate to artistic ideas within genres and cultural and historical context. 	<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● K-2: Demonstrate how expressive qualities (dynamics, tempo, etc...) are used to reflect expressive intent within a teacher given context. ● 3-5: Demonstrate and describe expressive qualities (dynamics, tempo, etc...) that are used to reflect a performer's interpretation within a teacher given context. ● 6: Demonstrate and describe personal interpretation of how creators and performers utilize expressive qualities (such as dynamics, tempo, timbre and articulation) to relate to artistic ideas within genres and cultural and historical context.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>	

Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <ul style="list-style-type: none"> ● K-2: With guidance, students will identify how expressive qualities relate to artistic ideas within a context. ● 3-5: With guidance, students will identify how expressive qualities relate to artistic ideas within a context. ● 6: With guidance, students will demonstrate and describe personal interpretation of how creators and performers utilize expressive qualities to relate to artistic ideas within genres and cultural and historical context. 	<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● K-2: Identify expressive qualities (dynamics, tempo, etc...) that reflect creators'/performers intent within a teacher given context. ● 3-5: Identify expressive qualities (dynamics, tempo, etc...) that reflect creators'/performers' intent within a teacher given context. ● 6: Identify how creators and performers utilize expressive qualities (such as dynamics, tempo, timbre and articulation) to relate to artistic ideas within genres and cultural and historical context. 		
	<table border="1"> <tr> <td data-bbox="235 514 302 558">1.5</td> <td data-bbox="302 514 1148 558">Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</td> </tr> </table>	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content			
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> ● K-2: With substantial guidance, students will explain knowledge of musical concepts and how they relate to artistic ideas within a context. ● 3-5: With substantial guidance, students will explain knowledge of musical concepts and how they relate to artistic ideas within a context. ● 6: With substantial guidance, students will demonstrate and describe personal interpretation of how creators and performers utilize expressive qualities to relate to artistic ideas within genres and cultural and historical context. 			
	<table border="1"> <tr> <td data-bbox="235 901 302 927">0.5</td> <td data-bbox="302 901 1148 927">With help, a partial understanding of the 2.0 content but not the 3.0 content</td> </tr> </table>	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content			
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>			

Assessment Evidence

Rubric/Scoring	Assessment
See proficiency scales and scope and sequence in curriculum guide for specific expectations for each grade level.	<i>[i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i> Teacher Observation Written Assessment Checklist Performance Student Sampling

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Create	<ul style="list-style-type: none"> ● Quaver.com ● Musicplayonline.com ● MusicK8 ● Children's Literature ● Orff Instruments (xylophone/metallophone/ glockenspiels) ● Boomwhackers ● Handheld Percussion ● World Drums ● Ukuleles ● Recorders ● Classroom keyboard ● Chromebooks ● Classroom technology ● Whiteboards & markers ● Scarves ● Beanbags ● Parachute ● Stretchy Bands ● Poly Spots ● Buckets/ Drumsticks ● Drumsticks/Mallets ● Greg & Steve CDs ● Dr Jean CDs ● Guitars ● Recyclables to be made into instruments ● Sight Reading Factory Online ● Rhythm Baseball Game 	<p>Students will generate, conceptualize, organize, and develop artistic ideas and work.</p> <ul style="list-style-type: none"> ● Students will demonstrate a variety of different rhythmic and melodic notations. ● Students will use creative movement, nontraditional, and traditional notation to create artistic ideas. ● Students will perform their artistic ideas through voice and a variety of classroom instruments. ● Students will improvise instrumental accompaniments to enhance songs, stories, and/or poems. 	<p>Teacher observation Written assessment Checklist Performance Student sampling</p>
Ongoing	Perform	<ul style="list-style-type: none"> ● Quaver.com ● Musicplayonline.com ● MusicK8 ● Children's Literature 	<p>Students will select, analyze, interpret, and convey the meaning of artistic work for presentation.</p>	<p>Teacher observation Written assessment Checklist Performance</p>

		<ul style="list-style-type: none"> ● Orff Instruments (xylophone/metallophone/glockenspiels) ● Boomwhackers ● Handheld Percussion ● World Drums ● Ukuleles ● Recorders ● Classroom keyboard ● Chromebooks ● Classroom technology ● Whiteboards & markers ● Scarves ● Beanbags ● Parachute ● Stretchy Band ● Poly Spots ● Buckets ● Drumsticks/Mallets ● Greg & Steve CDs ● Dr Jean CDs ● Microphones ● Sound System w/Speakers ● Risers ● Music Stand ● Musical Performance ● Props & Costumes ● Guitars ● Recyclables to be made into instruments ● Sight Reading Factory Online ● Rhythm Baseball Game 	<ul style="list-style-type: none"> ● Students will demonstrate knowledge of music concepts from a variety of cultures. ● Students will describe and demonstrate an understanding of musical structures and patterns in selected music. ● Students will perform rhythmic and melodic patterns using standard notation. ● Students will perform using expressive intent and following conductor cues. ● Students will perform music with a specific purpose with technical accuracy. 	Student sampling
Ongoing	Respond/Connect	<ul style="list-style-type: none"> ● Quaver.com ● Musicplayonline.com ● MusicK8 ● Children's Literature ● Orff Instruments (xylophone/metallophone/glockenspiels) 	<p>Students will interpret and relate artistic ideas with societal, cultural, and historical context.</p> <ul style="list-style-type: none"> ● Students will demonstrate and describe how expressive qualities such as tempo and 	<p>Teacher observation</p> <p>Written assessment</p> <p>Checklist</p> <p>Performance</p> <p>Student sampling</p>

		<ul style="list-style-type: none"> ● Boomwhackers ● Handheld Percussion ● World Drums ● Classroom keyboard ● Chromebooks ● Classroom technology ● Whiteboards & markers ● Scarves ● Beanbags ● Parachute ● Stretchy Band ● Poly Spots ● Buckets ● Drumsticks/Mallets ● Greg & Steve CDs ● Dr Jean CDs ● Guitars ● Recyclables to be made into instruments ● Sight Reading Factory Online ● Rhythm Baseball Game 	<p>dynamics are used by the performers to reflect expressive intent.</p> <ul style="list-style-type: none"> ● Students will respond to music elements through the use of scarves, parachutes, classroom instruments and movement. ● Students will demonstrate understanding of the relationship between music and other arts, disciplines, varied contexts and daily life. 	
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K-6 General Music Scope and Sequence

Create						
K	1	2	3	4	5	6
<p>Read icons for long and short sounds and silence in duple meter</p>	<p>Read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> ● quarter note/rest ● eighth-note pairs <p>Identify icons for high and low sounds</p> <p>Recognize fast and slow tempi</p>	<p>Read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> ● whole note/rest ● quarter note/rest ● half note/rest ● eighth-note pairs <p>Identify melodies that move up, down, or stay the same</p> <p>Transfer melodic icons to pitch notation (e.g., two-line staff)</p> <p>Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i></p>	<p>Read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> ● whole note/rest ● quarter note/rest ● half note/rest ● eighth-note pairs ● dotted half note <p>Transfer short melodic *solfege (e.g., sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble clef*</p> <p>Identify standard symbols</p> <ul style="list-style-type: none"> ● <i>p</i> for <i>piano</i> ● <i>f</i> for <i>forte</i> ● <i>cresc</i> or < for <i>crescendo</i> ● <i>decresc</i> or > for <i>decrescendo</i> ● <i>dim</i> for <i>diminuendo</i> ● fast ● slow ● <i>ritardando</i> ● accent 	<p>Read standard rhythmic notation in 2/4, 3/4, 4/4 meter signatures with bar lines consisting of:</p> <ul style="list-style-type: none"> ● whole note/rest ● quarter note/rest ● half note/rest ● eighth-note pairs ● dotted half note ● sixteenth notes <p>Identify standard pitch notation in the treble clef</p> <p>Identify standard symbols</p> <ul style="list-style-type: none"> ● <i>p</i> for <i>piano</i> ● <i>f</i> for <i>forte</i> ● <i>mp</i> for <i>mezzo piano</i> ● <i>mf</i> for <i>mezzo forte</i> ● <i>cresc</i> or < for <i>crescendo</i> ● <i>decresc</i> or > for <i>decrescendo</i> ● <i>dim</i> for <i>diminuendo</i> ● fast 	<p>Identify standard pitch notation in the treble clef including one ledger line above and below the staff.</p> <ul style="list-style-type: none"> ● Accidentals ● Sharps ● Flats ● Natural Signs <p>Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4 and 4/4 meter signatures using bar lines</p> <ul style="list-style-type: none"> ● whole note/rest ● quarter note/rest ● quarter note/rest ● half note/rest ● eighth-note/rest ● dotted half note ● sixteenth notes ● Dotted quarter followed by eighth ● Syncopation 	<p>Identify standard pitch notation in the treble clef including one ledger line above and below the staff.</p> <ul style="list-style-type: none"> ● Accidentals ● Sharps ● Flats ● Natural Signs <p>Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4 and 4/4 meter signatures using bar lines</p> <ul style="list-style-type: none"> ● whole note/rest ● quarter note/rest ● half note/rest ● eighth-note/rest ● dotted half note ● sixteenth notes ● Dotted quarter followed by eighth ● Syncopation

			<p>Notate rhythmic patterns and dynamics presented by the teacher</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> 	<ul style="list-style-type: none"> • slow • <i>ritardando</i> • accent • <i>fermata</i> • ties • slurs <p>Notate rhythmic patterns and dynamics presented by the teacher</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>cresc</i> for <i>crescendo</i> • <i>decresc</i> for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> 	<p>eighth</p> <ul style="list-style-type: none"> • Syncopation • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>pp</i> for <i>pianissimo</i> • <i>ff</i> for <i>fortissimo</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>decresc</i> or > for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> <p>Identify standard symbols</p> <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>pp</i> for <i>pianissimo</i> • <i>ff</i> for <i>fortissimo</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>decresc</i> or > for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> 	<ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>pp</i> for <i>pianissimo</i> • <i>ff</i> for <i>fortissimo</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>decresc</i> or > for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> <p>Read and perform a short song using effective expression and characteristic timbre.</p> <p>Identify standard symbols</p> <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>pp</i> for <i>pianissimo</i> • <i>ff</i> for <i>fortissimo</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>decresc</i> or > for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i>
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					<ul style="list-style-type: none"> • <i>accelerando</i> • <i>Ritardando</i> • <i>Allegro</i> • <i>Moderato</i> • <i>Andante</i> • <i>Largo</i> • <i>A tempo</i> • accent • <i>fermata</i> • ties • Slurs • Staccato • legato 	<ul style="list-style-type: none"> • <i>accelerando</i> • <i>Ritardando</i> • <i>Allegro</i> • <i>Moderato</i> • <i>Andante</i> • <i>Largo</i> • <i>A tempo</i> • accent • <i>fermata</i> • ties • Slurs • Staccato • Legato
Perform						
K	1	2	3	4	5	6
<p>Use whispering, speaking, shouting, & singing voices</p> <p>Sing a varied repertoire of songs, including</p> <ul style="list-style-type: none"> • patriotic • folk • seasonal • spirituals <p>Perform in groups following cues of the conductor</p> <p>Perform using two dynamic levels--soft and loud</p> <p>Echoes simple</p>	<p>Reproduce/echo melodies in limited range (sol-mi, la-sol-mi)</p> <p>Use a singing voice</p> <p>Demonstrate fast & slow tempo</p> <p>Perform a varied repertoire of songs, including</p> <ul style="list-style-type: none"> • patriotic • folk • seasonal • spirituals <p>Perform in groups using a steady beat</p>	<p>Apply accurate pitch relationships while singing in a limited range (la-sol-mi, sol-mi-re-do)</p> <p>Demonstrate appropriate singing posture</p> <p>Demonstrate loud and soft dynamics (<i>p</i> & <i>f</i>) and fast and slow tempi</p> <p>Perform a varied repertoire of songs, including</p> <ul style="list-style-type: none"> • patriotic • folk 	<p>Apply accurate pitch relationships while singing in a limited range (la-sol-mi, sol-mi-re-do)</p> <p>Demonstrate dynamics (<i>p, f, crescendo, decrescendo/diminuendo</i>) and tempi (fast, slow, <i>ritardando</i>)</p> <p>Interpret and expressive markings (accent, <i>fermata</i>)</p> <p>Perform a varied repertoire of songs,</p>	<p>Match pitch in an extended range (octave)</p> <p>Demonstrate dynamics (<i>p, f, crescendo, decrescendo/diminuendo</i>) and tempo (fast, slow, <i>ritardando</i>)</p> <p>Interpret and expressive markings (accent, <i>fermata</i>)</p> <p>Perform a varied repertoire of songs including</p> <ul style="list-style-type: none"> • patriotic • folk 	<p>Match pitch in an extended range (octave)</p> <p>Demonstrate dynamics (<i>p, f, crescendo, decrescendo/diminuendo</i>) and tempo (fast, slow, <i>ritardando</i>)</p> <p>Interpret expressive markings (accent, <i>fermata</i>)</p> <p>Perform a varied repertoire of songs including</p> <ul style="list-style-type: none"> • patriotic 	<p>Match pitch in an extended range (octave)</p> <p>Demonstrate dynamics (<i>p, f, crescendo, decrescendo/diminuendo</i>) and tempo (fast, slow, <i>ritardando</i>)</p> <p>Interpret expressive markings (accent, <i>fermata</i>)</p> <p>Apply stylistic elements needed to perform the music of various genres and cultures.</p>

<p>rhythms (long and short sounds)</p>	<p>following the cues of the conductor</p> <p>Perform a steady beat</p> <p>Echo simple rhythmic patterns</p> <p>Demonstrate fast and slow tempi</p>	<ul style="list-style-type: none"> ● seasonal ● spirituals <p>Perform in groups using a steady beat, following the cues of the conductor</p> <p>Demonstrate loud and soft dynamics (<i>p</i> & <i>f</i>) and fast and slow tempi</p>	<p>including</p> <ul style="list-style-type: none"> ● patriotic ● folk ● seasonal ● spirituals <p>Introduce <i>ostinati</i> and rounds</p> <p>Perform in groups and matching tempo and dynamic changes, following the cues of the conductor</p>	<ul style="list-style-type: none"> ● seasonal ● spirituals ● multicultural <p>Practice <i>ostinati</i>, rounds, canons, and partner songs</p> <p>Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor</p>	<ul style="list-style-type: none"> ● folk ● seasonal ● spirituals ● Multicultural <p>Practice rounds, canons, and partner songs and two-part</p> <p>Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor</p>	<p>Practice rounds, canons, and partner songs and two-part</p> <p>Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor</p>
<p>Perform a steady beat</p> <p>Perform using two dynamic levels - soft and loud</p> <p>Echoes simple rhythms (long and short sounds)</p> <p>Play a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p>	<p>Perform a steady beat</p> <p>Echo simple rhythmic patterns</p> <p>Demonstrate fast and slow tempi</p> <p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p>	<p>Perform a steady beat</p> <p>Perform the following rhythmic patterns using standard or iconic notation:</p> <ul style="list-style-type: none"> ● Quarter note/rest ● Half note ● Eighth note pairs <p>Demonstrate loud and soft dynamics (<i>f,p</i>) and fast and slow tempi</p>	<p>Perform a steady beat</p> <p>Perform the following rhythmic patterns using standard or iconic notation:</p> <ul style="list-style-type: none"> ● Quarter note/rest ● Half note ● Eighth note pairs ● Sixteenth notes <p>Interpret expressive markings (accent, fermata)</p>	<p>Perform a steady beat</p> <p>Read and perform at least three (3) pitches on a melodic instrument</p> <p>Read and perform rhythmic patterns</p> <ul style="list-style-type: none"> ● Whole note/rest ● Quarter note/rest ● Half note/rest ● Eighth note pairs/rest ● Dotted half note ● Sixteenth notes ● Dotted quarter followed by eighth ● Syncopation <p>Demonstrate dynamics (<i>p,f</i>, <i>mf</i>, <i>pp</i>, <i>ff</i>, <i>crescendo</i>, <i>decrescendo/diminuendo</i>) and</p>	<p>Read and perform at least five pitches on a melodic instrument</p> <p>Read and perform rhythmic patterns</p> <ul style="list-style-type: none"> ● Whole note/rest ● Quarter note/rest ● Half note/rest ● Eighth note pairs/rest ● Dotted half note ● Sixteenth notes ● Dotted quarter followed by eighth ● Syncopation <p>Read and Perform a short song/piece using effective expression and characteristic timbre</p> <p>Demonstrate dynamics (<i>p,f</i>, <i>mf</i>, <i>pp</i>, <i>ff</i>, <i>crescendo</i>, <i>decrescendo/diminuendo</i>) and</p>	<p>Read and perform at least five pitches on a melodic instrument</p> <p>Read and perform rhythmic patterns</p> <ul style="list-style-type: none"> ● Whole note/rest ● Quarter note/rest ● Half note/rest ● Eighth note pairs/rest ● Dotted half note ● Sixteenth notes ● Dotted quarter followed by eighth ● Syncopation <p>Read and Perform a short song/piece using effective expression and characteristic timbre</p> <p>Demonstrate dynamics (<i>p,f</i>, <i>mf</i>, <i>pp</i>, <i>ff</i>, <i>crescendo</i>, <i>decrescendo/diminuendo</i>) and</p>

<p>Echo short rhythmic patterns on rhythm instruments and/or body percussion</p> <p>Perform in groups following cues of the conductor</p>	<p>Echo short rhythmic patterns on rhythm instruments and/or body percussion</p> <p>Perform in groups using a steady beat following the cues of the conductor</p>	<p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p>Echo short rhythmic patterns on rhythm instruments and/or body percussion</p> <p>Perform in groups using a steady beat, matching dynamics, and following cues of the conductor</p>	<p>Demonstrate dynamics (<i>p,f</i>) and tempi (fast, slow)</p> <p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p>Echo short rhythmic patterns on classroom instruments</p> <p>Perform in groups, matching tempo and dynamic changes, and following the cues of the conductor</p>	<p>Interpret expressive markings (accent, fermata)</p> <p>Demonstrate dynamics (<i>p,f, crescendo, decrescendo/diminuendo</i>) and tempi (fast, slow, <i>ritardando</i>)</p> <p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p>Echo short rhythmic patterns on classroom instruments</p> <p>Perform in a group, demonstrating characteristic timbre, tempo, and dynamics, following the cues of the conductor</p>	<p>tempi (a tempo, <i>accelerando, ritardando, allegro, moderato, andante, largo</i>)</p> <p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p>Echo short rhythmic and melodic patterns of increasing complexity on classroom instruments</p> <p>Perform in a group, responding expressively to conductor's cues</p>	
<p>Develop criteria to distinguish between quality and non-quality performance</p>	<p>Develop criteria to distinguish between quality and non-quality performance</p>	<p>Develop criteria to distinguish between quality and non-quality performance</p>	<p>Develop criteria to distinguish between quality and non-quality performance</p>	<p>Develop criteria to distinguish between quality and non-quality performance</p>	<p>Develop criteria to distinguish between quality and non-quality performance</p>	

<p>through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> • appropriate singing voice • loud/soft • steady beat • posture/stage presence <p>Use prerequisite music terms to describe their personal response to a musical example (feelings)</p>	<p>through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> • appropriate singing voice • loud/soft • steady beat • posture/stage presence <p>Use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories)</p>	<p>through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> • appropriate singing voice • loud/soft • steady beat • posture/stage presence <p>Use prerequisite music terms to describe their personal response to a musical example (tempo)</p>	<p>through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • posture/stage presence <p>Use prerequisite music terms to describe their personal response to a musical example (tone, timbre)</p>	<p>through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • posture/stage presence <p>Use prerequisite music terms to describe their personal response to a musical example (function/style)</p>	<p>through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • posture/stage presence <ul style="list-style-type: none"> • Style • presence <p>Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement)</p> <p>Demonstrate the ability to distinguish between quality and non-quality performance through listening.</p>	
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Identify responsibilities of a music leader and group participants in a classroom setting.	Identify responsibilities of a music leader and group participating in a classroom setting or performance ensemble setting.	Identify responsibilities of an accompanist and soloist.	Identify responsibilities of a composer and conductor.	Identify available music-related careers in a given setting in the community Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.	Identify available music-related careers in a given setting in the community Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.	Compare and contrast a variety of music and music-related vocations and avocations Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.
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Respond/Connect

K	1	2	3	4	5	6
<p>Distinguish between same and different</p> <p>Respond and move to aural examples of music</p> <ul style="list-style-type: none"> • Sound and silence <p>Differentiate between various vocal productions:</p> <ul style="list-style-type: none"> • singing • whispering • shouting • speaking 	<p>Distinguish between music opposites</p> <ul style="list-style-type: none"> • same/different • high/low • fast/slow • long/short • smooth/separated • soft/loud • up/down <p>Demonstrate through movement musical opposites</p> <ul style="list-style-type: none"> • high/low • fast/slow • long/short • soft/loud • up/down 	<p>Recognize basic forms and composition techniques</p> <ul style="list-style-type: none"> • question/answer/call/response • AB • repeated patterns (ostinati) • verse/refrain • repeat sign • introduction <p>Demonstrate through movement musical opposites and basic forms</p> <ul style="list-style-type: none"> • high/low 	<p>Recognize basic forms and composition techniques</p> <ul style="list-style-type: none"> • question/answer • call/response • AB • repeated patterns (ostinati) • verse/refrain • repeat sign • canon • ABA • introduction/interlude <p>Demonstrate and/or respond</p>	<p>Identify and analyze forms and composition techniques</p> <ul style="list-style-type: none"> • AB • ABA • canon • ostinati • verse/refrain • repeat sign • partner songs • rondo • first and second endings • coda • blues <p>Distinguish between vocal ensemble groupings and</p>	<p>Identify and analyze forms and composition techniques</p> <ul style="list-style-type: none"> • AB • ABA • canon • ostinati • verse/refrain • repeat sign • partner songs • rondo • first and second endings • coda • Blues • Theme and variation • DC/ Fine 	<p>Identify and analyze forms and composition techniques</p> <ul style="list-style-type: none"> • AB/ binary • ABA/ ternary • rondo • first and second endings • Repeat signs • coda • Two-part songs • Theme and variation • DC/ Fine • DS al Coda/ Fine • AABA song form • fugue

	<ul style="list-style-type: none"> beat/no beat <p>Differentiate between male, female, and children's voices</p> <p>Differentiate between accompanied and unaccompanied</p>	<ul style="list-style-type: none"> fast/slow long/short smooth/separated soft/loud same/different up/down call/response A/B repeated pattern verse/refrain <p>Differentiate between classroom pitched/non-pitched percussion instruments</p>	<p>through movement to aural examples of music</p> <ul style="list-style-type: none"> music forms expressive elements <p>Visually and aurally identify instrumental families</p> <p>Distinguish between methods of sound production</p> <p>Differentiate between ensemble groupings (solo vs. group)</p>	orchestral instruments	<ul style="list-style-type: none"> DS al Coda/ Fine 	
Use terms such as plain or fancy, same or different, bright or dark, in music and art class	<p>Name words and ideas that are used to describe works of music, art, dance, or theater, such as happy and sad, light and dark, or same and different.</p> <p>Identify ways ideas are used differently in music, art, dance, or theater (e.g., how music heard or sung in class makes you</p>	<p>Tell how concepts such as repetition and contrast are used in the fine arts</p> <p>Identify ways in which the principles of subject matter of other disciplines are interrelated with those of music</p> <p>Show how the arts are studied in ways common to other subjects (e.g.,</p>	<p>Compare and contrast terms used in the arts (e.g., identify similarities when comparing selected painting and listening to a musical piece).</p> <p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p>	<p>Compare and contrast meanings of terms used in the arts, such as unity, variety, repetition and contrast (e.g., listen to a rondo and study pictures of buildings designed by famous architects; tell where you see or hear examples of repetition).</p> <p>Identify ways in which the principles</p>	<p>Identify contrasting musical elements for vocal and instrumental music including melody, harmony, rhythm, expression, form, and timbre (e.g., voice classifications - SATB, instrumental ensemble groupings, Jazz Band/ Concert Band, etc.)</p>	<p>Determine the musical means (source) and size of a group of an aural example.</p> <p>Describe the musical expression (mood) of an aural example.</p> <p>Determine the order and organization of an aural example.</p> <p>Determine the</p>

	<p>feel, and do the same after viewing a painting, or play, or ballet).</p> <p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Listen common themes found in all subject areas</p>	<p>relate rhythmic groups in music to sets in mathematics)</p>	<p>Relate ideas learned or discussed in music to other situations in life (e.g., learn a song about imagination, and talk about how imagination can help you in many ways)</p>	<p>and subject matter of other disciplines are interrelated with those of music</p> <p>Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)</p>		<p>possible origin of an aural example (e.g., location and time).</p> <p>Characterize the use of music by its intended function (purpose) and its intended audience.</p>
<p>Identify and describe musical elements of teacher-selected genres or styles</p> <ul style="list-style-type: none"> ● lullabies ● marches ● nursery rhymes/chants ● Patriotic 	<p>Identify and describe musical elements of teacher-selected genres or styles</p> <ul style="list-style-type: none"> ● Western and non-Western music ● circle games ● call and response ● Patriotic 	<p>Identify and describe musical elements of teacher-selected genres or styles</p> <ul style="list-style-type: none"> ● Native American ● African American ● singing games ● Patriotic 	<p>Identify and describe musical elements of teacher-selected genres or styles</p> <ul style="list-style-type: none"> ● play party/singing games ● folk dances/folk music ● Patriotic 	<p>Identify and describe musical elements of teacher-selected genres or styles</p> <ul style="list-style-type: none"> ● Work songs ● Cowboy songs ● Square dances ● Spirituals ● Blues ● Ragtime ● Patriotic 	<p>Compare the meanings of terms used in the various arts such as imagination, unity, repetition or contrast.</p> <p>Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theater) can be used to transform similar events, scenes, emotions,</p>	<p>Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theater) can be used to transform similar events, scenes, emotions, or ideas into works of art.</p> <p>Compare characteristics of two or more arts within a particular historical period or</p>

					or ideas into works of art.	style and cite examples from various cultures. Discuss the ways that each of the arts can enhance understanding and communication globally.
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Vocal Music (all vocal music courses) Course Overview

Grade level(s): 5-12	Credits earned: 1 Fine Arts credit (grades 9-12)
Course Rationale	Course Description
<p>In preparation for a life long appreciation of and participation in music, the students will develop musical concepts and skills that will enable the student to become a better musician and to make decisions about music. Building on the musical foundation that deals with elements such as rhythm, melody, harmony, dynamic, texture, tonality, and form, musical experiences will develop sequentially following sound education practices.</p> <p>Vocal skills should be a satisfying activity both mentally and physically. While performance is an important part of the choral program, rehearsals will include the study of music literature being performed, and should provide the opportunity for students at various levels of musical ability to participate in both the learning and performing experience.</p> <p>Participation in choir should allow the student to develop a positive attitude toward music, to make value judgments about the many styles of music in today's society and to feel comfortable using music as a vehicle of personal expression in both performance and recreation.</p>	<p><i>All Individual Course descriptions are listed in the curriculum document beginning on pg. 7.</i></p>
Transfer Goals/Big Ideas	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Be a life-long participant/supporter of the arts ● Understand that music is a universal language ● Find joy, inspiration, peace, intellectual stimulation, meaning and other life-enhancing qualities through participation in all of the arts ● Effectively collaborate and communicate in a social setting ● Cultivate an appreciation and understanding of other cultures through music and the arts ● Perform individually or as an ensemble a variety of repertoire in the classroom and at performances ● Read pitch and rhythm music notation ● Understand music as a written language and interpret music markings for expression purposes ● Listen perceptually and respond to music intellectually and emotionally 	
Priority Missouri Learning Standards/National Standards	
<p>MU: Cr3 - CREATE: Refine and complete artistic work (Rehearsal Technique, Composition). MU: Pr5 - PERFORM: Develop and refine artistic techniques and work for presentation (Rehearsal Technique) MU: Pr6 - PERFORM: Convey meaning through the presentation of artistic work (Concert Skills). MU: Re9 - RESPOND: Apply criteria to evaluate artistic work (Rehearsal Technique). MU: Cn10 - CONNECT: Synthesize and relate knowledge and personal experiences to make art (Music Literacy, Skills/Concepts, Composition). https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019</p>	

Unit 1: Create *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
MU: Cr3 https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019	<ul style="list-style-type: none"> ● Be a life-long participant/supporter of the arts ● Effectively collaborate and communicate in a social setting ● Read pitch and rhythm music notation ● Understand music as a written language and interpret music markings for expression purposes ● Listen perceptually and respond to music intellectually and emotionally 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. ● Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. ● The learner will be able to sing in large and/or small ensembles with technical accuracy and expression through proper sound production. 	<ul style="list-style-type: none"> ● What is appropriate vocal technique? ● What are the differences between singing alone and with others? ● How can personal expression be demonstrated through the creation of music? ● How can singing, playing, and/or moving to music demonstrate personal expression? ● How does musical creation help to develop mental and physical skills?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Determine a quality and non-quality performance through both listening and self-assessment in regards to the academic vocabulary ● Describe their personal response to a music example's tone quality and timbre by using previously learned music terms ● Be able to sing independently and with others using correct pitch, rhythm, expression, and articulation ● Be able to sing in two, three, and sometimes four part music ● Be able to sing with musical expression 		
Unit Duration:		
Ongoing throughout the year		

Strand: Create (Vocal Music 5-12)		
Topic: Rehearsal Technique		
Objective: Students will refine and complete artistic work		
Score		Sample Tasks
Score 4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> ● Perform individually exhibiting the vocal skills at the 3.0 level ● Attend other choir concerts on their own to better understand vocal skills ● Organize and participate in additional rehearsals for their respective school ensemble ● Composes their own work or arrangement of a piece of music 	<p>4.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● Perform individually exhibiting the vocal skills at the 3.0 level ● Attend other choir concerts on their own to better understand vocal skills ● Organize and participate in additional rehearsals for their respective school ensemble ● Composes their own work or arrangement of a piece of music
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>The student will:</p> <ul style="list-style-type: none"> ● Apply the correct pitch ● Apply correct rhythm and steady beat ● Apply expression and articulations appropriate to the style of music being learned ● Display an exemplary level of engagement and participation in classroom rehearsals 90% of the time. ● Exhibit no major errors or omissions 	<p>ASSESSMENT ITEMS: <i>As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i></p> <ul style="list-style-type: none"> ● Individual and Group Singing tests
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>The student will:</p> <ul style="list-style-type: none"> ● Apply the correct pitch, inconsistently ● Apply correct rhythm and steady beat, inconsistently ● Apply expression and articulations appropriate to the style of music being learned, inconsistently ● Display an exemplary level of engagement and participation in classroom rehearsals less than 90% of the time. 	<p>2.0 ASSESSMENT Items: <i>As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● Individual and Group Singing Tests
	<p>1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> ● Rarely displays an appropriate level of engagement and participation in classroom rehearsals. 	
	<p>0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 2: Perform *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
MU: Pr5 MU: Pr6 https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019	<ul style="list-style-type: none"> ● Find joy, inspiration, peace, intellectual stimulation, meaning and other life-enhancing qualities through participation in all of the arts ● Effectively collaborate and communicate in a social setting ● Perform individually or as an ensemble a variety of repertoire in the classroom and at performances 	
	Enduring Understandings	Essential Questions
	Students will understand that... <ul style="list-style-type: none"> ● Performance is a vital component of the complete musical experience ● Performance is an extension of human expression ● Performance is effective means of communication that could otherwise not be achieved by other mediums ● Performance should be given its proper respect by having the performer desire to perform at the highest level possible 	<ul style="list-style-type: none"> ● How does musical performance help to develop mental and physical skills? ● How can personal expression be demonstrated through the performance of music? ● What are the differences in performing alone and with others? ● What must the student do in advance to ensure that a performance is performed at an appropriate technical and expressive level?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Be able to perform independently and with others using appropriate vocal technique ● Be able to perform in two, three, and sometimes four part music ● Be able to perform with musical expression ● Be able demonstrate how to be visually appropriate during a performance ● Model learned concert skills with their ensemble on all scheduled dates and times. These concert skills include: Punctuality, appropriate attire, stage etiquette, following the director, and comes prepared with all required materials. 		
Unit Duration:		
Ongoing throughout the year		

Strand: Perform (Vocal Music 5-12)		
Topic: Concert Skills		
Objective: Students will Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context		
Score 4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught.</p> <p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> Attend and evaluate additional concerts separate from their own scheduled performances Participate in musical events separate from their own scheduled performances 	<p style="text-align: center;">Sample Tasks</p> <p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> Create performance notes for the concert program Observe other performances Perform in concerts that are not required by the music curriculum
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>The student will:</p> <ul style="list-style-type: none"> Model learned concert skills with their ensemble on all scheduled dates and times. These concert skills include: Punctuality, appropriate attire, stage etiquette, following the director, and comes prepared with all required materials. 	<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i></p> <ul style="list-style-type: none"> Perform in a concert setting while the teacher listens and observes that all concert skills have been achieved
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>The student will:</p> <ul style="list-style-type: none"> Inconsistently models learned concert skills with their ensemble on all scheduled dates and times. These concert skills include: Punctuality, appropriate attire, stage etiquette, following the director, and comes prepared with all required materials. 	<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> Perform in a concert setting while the teacher listens and observes that all concert skills have been achieved
	<p>1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</p> <ul style="list-style-type: none"> The student demonstrates 1 or 2 of the concert skills listed in 3.0 	
	<p>0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Perform (Vocal Music 5-12)		
Topic: Rehearsal Technique		
Objective: Students will Develop, rehearse, and refine artistic techniques and work for presentation		
Score		Sample Tasks
4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught.</p> <p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> ● Perform individually exhibiting the vocal skills at the 3.0 level ● Attend other choir concerts on their own to better understand vocal skills ● Organize and participate in additional rehearsals for their respective school ensemble 	<p>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</p> <ul style="list-style-type: none"> ● Attend other choir concerts on their own to better understand vocal skills ● Organize and participate in additional rehearsals for their respective school ensemble
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>The student will:</p> <ul style="list-style-type: none"> ● Apply appropriate pitch ● Use correct posture and breathing ● Use correct rhythm and steady beat ● Use appropriate tone quality and diction ● Display an appropriate level of engagement and participation in performance rehearsals 90% of the time. ● Exhibit no major errors or omissions ● Consistently implement appropriate expression and dynamics ● Consistently display appropriate artistic purpose and context 	<p>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</p> <ul style="list-style-type: none"> ● Use individual and/or group singing tests ● Use a performance rehearsal to assess students preparedness for an upcoming concert
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>The student will:</p> <ul style="list-style-type: none"> ● Inconsistently demonstrate the vocal skills at the 3.0 level ● Inconsistently display an appropriate level of engagement and participation in classroom rehearsals. 	<p>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</p> <ul style="list-style-type: none"> ● Use individual and/or group singing tests ● Use a performance rehearsal to assess students preparedness for an upcoming concert
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Respond (Vocal Music 5-12)		
Topic: Rehearsal Technique		
Objective: Students will Apply criteria to evaluate artistic work		
Score		Sample Tasks
4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> ● Perform individually exhibiting the vocal skills at the 3.0 level ● Attend other choir concerts on their own to better understand vocal skills. Students would submit a written analysis to the teacher. ● Organize and participate in additional rehearsals for their respective school ensemble 	<p>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</p> <ul style="list-style-type: none"> ● Attend other choir concerts on their own to better understand vocal skills and submit a written analysis to the teacher. ● Organize and participate in additional rehearsals for their respective school ensemble
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>The student will consistently:</p> <ul style="list-style-type: none"> ● Convey and Evaluate how the music should be interpreted ● Display an exemplary level of engagement and participation in classroom rehearsals 90% of the time. ● Exhibit no major errors or omissions 	<p>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</p> <ul style="list-style-type: none"> ● Students use the MSHSAA Performance Evaluation rubric to evaluate their rehearsals and performance ● Students listen to recordings of themselves to give proper feedback of their current level of proficiency
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>The student will:</p> <ul style="list-style-type: none"> ● Convey and Evaluate how the music should be interpreted in an inconsistent manner ● Demonstrate at least two of the vocal skills at the 3.0 level ● Display an appropriate level of engagement and participation in classroom rehearsals less than 90% of the time. 	<p>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</p> <ul style="list-style-type: none"> ● Students use the MSHSAA Performance Evaluation rubric to evaluate their rehearsals and performance ● Students listen to recordings of themselves to give proper feedback of their current level of proficiency
	<p>1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Connect (Vocal Music 5-12)		
Topic: Music Literacy, Skill/Concepts, Composition		
Objective: Students will Synthesize and relate knowledge and personal experiences to make art		
Score 4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught.</p> <p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> • Compose or arrange music using accepted musical conventions • Students sight-read elements of music that go beyond pitches and rhythms (ex. dynamics, articulation, tempo changes) 	<p style="text-align: center;">Sample Tasks</p> <p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> • Compose or arrange music using accepted musical conventions
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>The student will:</p> <ul style="list-style-type: none"> • Employ the conventions of music literacy in writing, speaking, and/or singing about works of music, eg. (Analyze, Interpret, Describe) • Students sight-read pitches and rhythms at 80% accuracy using grade-appropriate material 	<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i></p> <ul style="list-style-type: none"> • Sight-Reading tests using sight reading factory
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>The student will:</p> <ul style="list-style-type: none"> • Recognize or recall music terminology that deals with pitch, rhythms, dynamics, expression, form, and style • Students sight-read pitches and rhythms at 60% accuracy using grade-appropriate material 	<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> • Sight-Reading tests using sight reading factory
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Assessment Evidence

Rubric/Scoring	Assessment
See proficiency scales and scope and sequence in curriculum guide for specific expectations for each grade level.	<i>Sight reading tests and various performance evaluations</i>

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Rehearsal Technique	Standard Choral Literature	Apply appropriate pitch, rhythm, breathing, posture, tone quality, diction, expression	Performance Evaluations and Music Reading tests
Once or Twice per quarter	Concert Skills	Standard Choral Literature	Apply appropriate pitch, rhythm, breathing, posture, tone quality, diction, expression	Concert Evaluations
Ongoing	Music Literacy/Skills & Concepts/Composition	Sight Reading Books www.sightreadingfactory.com	Apply appropriate pitch/rhythm	Sight-Reading Tests

5-12 Vocal Music Scope and Sequence

Scope and Sequence for Vocal Music					
I = Introduce, R = Reinforce, M = Master					
Priority Skills/Standards	5th	6th	7th	8th	9-12
REHEARSAL TECHNIQUE (Create, Perform, Respond)					
● Apply appropriate pitch	I	R	R	R	M
● Apply correct rhythm and tempo	R	R	R	R	M
● Apply an exemplary level of engagement and participation in classroom rehearsals	R	R	R	R	M
● Apply correct posture, breathing and vocal placement	I	R	R	R	M
● Apply appropriate tone quality and diction	I	R	R	R	M
● Apply appropriate Expression and Dynamics	R	R	R	R	M
● Apply appropriate artistic purpose and context	I	R	R	R	M
● Apply appropriate harmony when singing with others	I	R	R	R	M
CONCERT SKILLS (Perform)					
● Punctuality	I	R	R	R	M
● Appropriate Attire	I	R	R	R	M
● Stage Etiquette	R	R	R	R	M
● Following the Director	R	R	R	R	M
● Concert Music is Memorized	I	R	R	R	M
● Performing in front of others alone or with a group	R	R	R	R	M
● Critiques performances through listening, performing, self-assessment and offers suggestions for improvement.	I	R	R	R	M
MUSIC LITERACY (Connect)					
● Understand and apply music vocabulary and symbols that relate to dynamics, tempo and articulation	I	R	R	R	M
● Understand and apply music concepts that relate to time signatures, key signatures, musical forms and knowledge of the Grand Staff.	I	R	R	R	M
● Sight reading pitch	I	R	R	R	M
● Sight reading rhythms	I	R	R	R	M

Orchestra (all orchestra courses) Course Overview

Grade level(s): 5-12	Credits earned: 1 Fine Arts credit (grades 9-12)
Course Rationale	Course Description
The City of St. Charles School District orchestra program fosters development of playing and listening skills through active, hands-on participation. Playing in a string ensemble encourages growth in personal discipline, cooperation, creativity, concentration, self-expression, and communication. Participation in an orchestra ensemble increases awareness of the importance of music and the arts in society.	<i>All Individual Course descriptions are listed in the curriculum document beginning on pg. 7.</i>
Transfer Goals/Big Ideas	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Understand music as a written language and interpret music markings for expression purposes ● Listen perceptually and respond to music intellectually and emotionally ● Evaluate music based on critical listening skills that use best music practices ● Become lifelong learners who support music programs by participation and appreciation of school and community music events ● Become aware that music is a part of many facets of the world around them ● Be acquainted with a variety of music and its role in the life of all people ● Identify the similarities and differences between music and other artistic disciplines 	
Priority Missouri Learning Standards/National Standards	
<p>MU: Cr3 - CREATE: Refine and complete artistic work (Composition). MU: Pr4 - PERFORM: Select, Analyze, and interpret artistic work for presentation (Music Literacy). MU: Pr5 - PERFORM: Develop and refine artistic techniques and work for presentation (Playing Techniques) MU: Pr6 - PERFORM: Convey meaning through the presentation of artistic work (Concert Skills). MU: Re8 - RESPOND: Interpret intent and meaning in artistic work (Rehearsal Technique). MU: Re9 - RESPOND: Apply criteria to evaluate artistic work. MU: Cn10 - CONNECT: Synthesize and relate knowledge and personal experiences to make art. https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019</p>	

Unit #1: Perform
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MU: Pr4 MU: Pr5 MU: Pr6 https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019	<ul style="list-style-type: none"> ● Through music, students have a well-rounded educational experience ● Music education engages families and communities, and establishes a life-long connection to making and consuming music ● Students enrolled in a music class contribute to their community on a broader scale 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● Performer’s interest in and knowledge of musical worlds, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, and cultures. The content and how a work is presented influence the audience response. 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● How does understanding the structure and context of musical works inform performance? ● How do performers interpret musical works? ● How do musicians improve the quality of their performance? ● What is the appropriate string technique? ● What are the differences between playing alone and with others? ● How can personal expression be demonstrated through the creation and/or the performance of music? ● How can playing music demonstrate personal expression?

Learning Targets

Students will...

- Read and demonstrate an understanding of musical notation (pitch and rhythm) through performance
- Perform individually or as an ensemble a variety of repertoire in the classroom and at performances
- Read through a piece of music without prior preparation time of learning the music
- Develop and apply instrumental music skills to perform, create, and communicate through the art of music
- Understand the importance of playing with appropriate string technique
- Understand how to play with musical expression
- Understand the differences of playing alone and with others
- Understand how to follow a conductor during rehearsal and performance
- Develop and apply the knowledge to write, play, and recognize by ear music written in standard notation

Unit Duration:

Ongoing throughout the year.

Strand: Perform (Orchestra 5-12)		
Topic: Playing Technique		
Objective: The student will develop, rehearse, and refine artistic techniques and work for presentation		
Score		Sample Tasks
4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught.</p> <p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> • Model playing techniques for other students • Explain to others how to achieve appropriate dynamics, phrasing, and technique 	<p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> • 5-12: Compare and contrast a performer’s technique to his or her own • 5-12: Perform individually a piece of music for the class
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>The student will consistently...</p> <ul style="list-style-type: none"> • Perform on pitch, in rhythm, with dynamics and timbre, and maintain a steady tempo • Demonstrate playing posture and playing techniques (bow grip, left wrist placement, bow placement, etc.) • Utilize dynamics and phrasing to portray emotion in a variety of musical styles. • Play independently or in a large ensemble • Perform in an ensemble and respond to the conductor with expression • Apply stylistic elements needed to perform the music of various genres and cultures. 	<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i></p> <ul style="list-style-type: none"> • 5-6: Play grade level appropriate music with correct rhythms, pitch, and playing technique • 7-8: Play grade level appropriate music with correct rhythms, pitch, and playing technique, characteristic tone, and expression • 9-12: Play grade level appropriate music with correct rhythms, pitch, playing technique, characteristic tone, expression, and ensemble technique
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <ul style="list-style-type: none"> • With guidance, students will... <ul style="list-style-type: none"> ○ Perform on pitch, in rhythm, with dynamics and timbre, and maintain a steady tempo ○ Demonstrate playing posture and playing techniques (bow grip, left wrist placement, bow placement, etc.) ○ Utilize dynamics and phrasing to portray emotion in a variety of musical styles. ○ Play independently or in a large ensemble ○ Perform in an ensemble and respond to the conductor with expression ○ Apply stylistic elements needed to perform the music of various genres and cultures. 	<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> • 5-6: Play grade level appropriate music with 60 % accuracy in rhythms, pitch, and/or playing technique • 7-8: Play grade level appropriate music with 60 % accuracy in rhythms, pitch, and playing technique, characteristic tone, and expression • 9-12: Play grade level appropriate music with 60 % accuracy in rhythms, pitch, playing technique, characteristic tone, expression, and ensemble technique
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Perform (Orchestra 5-12)		
Topic: Elements of Music (Music Literacy)		
Objective: The students will analyze and interpret artistic work for presentation		
Score		Sample Tasks
4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> analyze, compose, transpose, and/or arrange music using accepted musical conventions 	<p>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</p> <ul style="list-style-type: none"> Students will complete a melodic and/or harmonic analysis of a work being performed by the ensemble and share those findings with the class to help enhance the performance of the piece
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</p> <p>The student will consistently...</p> <ul style="list-style-type: none"> Read and perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signatures (not limited to) Read and perform standard pitch notation including two ledger lines above and below the clef appropriate to the student’s instrument using finger numbers or note names. Read and perform notes with and without accidentals Sight read notes and rhythms in a short piece of music using standard music notation. 	<p>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</p> <ul style="list-style-type: none"> 5-6: Play notes on the D & A strings and play basic rhythm patterns 7-8: Play notes on all four strings, perform more advanced rhythmic elements in a variety of time signatures 9-12: Become proficient in playing in other positions and perform difficult rhythms in simple and compound time signatures
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	<p>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</p> <ul style="list-style-type: none"> With guidance, students will... <ul style="list-style-type: none"> Read and perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signatures (not limited to) Read and perform standard pitch notation in the clef appropriate to the student’s instrument using finger numbers or note names Read and perform notes with and without accidentals Sight read notes and rhythms in a short piece of music using standard music notation. 	<p>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</p> <ul style="list-style-type: none"> 5-6: Identify notes on the D & A strings and basic rhythm patterns 7-8: Identify and play notes on all four strings and read more rhythmic elements in a variety of time signatures 9-12: Become proficient in playing in other positions and perform advanced rhythms in simple and compound time signatures
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Perform (Orchestra 5-12)		
Topic: Concert Skills		
Objective: Students will convey meaning and perform expressively the artistic work		
Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may: <ul style="list-style-type: none"> Attend and evaluate additional concerts separate from his or her own schedule performances Participate in musical events separate from his or her own scheduled performances 	Sample Tasks
		<i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i> <ul style="list-style-type: none"> Attend performances outside of class Rehearse and perform with a honors/community ensemble
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> The student consistently demonstrates concert skills when performing including... <ul style="list-style-type: none"> Punctuality Appropriate attire On and off stage etiquette following the director coming prepared with all required materials Follow tuning procedures Remains respectful and focused on and off stage for the entire performance 	<i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will demonstrate:</i> <ul style="list-style-type: none"> 5-12: Perform at a concert and meet all expectations for the event.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i> With guidance, the student inconsistently demonstrates concert skills when performing including... <ul style="list-style-type: none"> Punctuality Appropriate attire On and off stage etiquette following the director coming prepared with all required materials Follow tuning procedures Remains respectful and focused on and off stage for the entire performance 	<i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i> <ul style="list-style-type: none"> 5-12: Perform at a concert and inconsistently meet expectations for the event.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit #2: Respond *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
MU: Re8 MU: Re9 https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019	<ul style="list-style-type: none"> ● Students should be able to listen perceptually and respond to music intellectually and emotionally ● Students should be able to evaluate music based on critical listening skills that use best music practices 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria. ● The learner, through rehearsal, will demonstrate continuing technical development of instrumental string proficiency. 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● How do we judge the quality of musical work(s) and performance(s)? ● How does my playing contribute to the ensemble during a rehearsal? ● How do we discern the musical creators' and performers' expressive intent?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Be able to play in large and small ensembles with technical accuracy and expression through proper sound production. ● Demonstrate continuing technical development of instrumental string proficiency. ● Be able to play music independently without the aid of others in a rehearsal setting ● Develop and apply the knowledge and skills to analyze, evaluate, and describe musical performances and compositions 		
Unit Duration:		
Ongoing throughout the year.		

Strand: Respond (Orchestra 5-12)		
Topic: Listening to, analyzing, and describing music (rehearsal technique)		
Objective: Students will interpret intent and meaning in artistic work to prepare for a performance		
Score		Sample Tasks
4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> ● Perform individually exhibiting the rehearsal skills at the 3.0 level along with: <ul style="list-style-type: none"> ○ Lead a rehearsal ○ Participate in additional rehearsals for respective school ensembles ○ Over the course of the semester consistently models an appropriate level of engagement and participation in classroom rehearsals 	<p>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</p> <ul style="list-style-type: none"> ● Lead a sectional independently ● Provide feedback to students in their section
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes The student will consistently...</p> <ul style="list-style-type: none"> ● Read and play appropriate pitch ● Use correct posture and playing technique ● Use correct rhythm and steady beat ● Use a characteristic tone and interpret expressive elements ● Always display an appropriate level of engagement and participation in classroom rehearsals. ● Exhibit no major errors or omissions 	<p>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</p> <ul style="list-style-type: none"> ● 5-12: Over the course of the semester consistently display an appropriate level of engagement and participation in classroom rehearsals in preparation for a concert
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>	
2.0	<p>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes With guidance, the student will...</p> <ul style="list-style-type: none"> ● Read and play appropriate pitch ● Use correct posture and playing technique ● Use correct rhythm and steady beat ● Use a characteristic tone and interpret expressive elements ● Always display an appropriate level of engagement and participation in classroom rehearsals. ● Exhibit no major errors or omissions 	<p>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</p> <ul style="list-style-type: none"> ● With guidance, the student will demonstrate desired behavior in an orchestra rehearsal ● With guidance, the student is prepared and productive during rehearsal.
	<p>1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Respond (Orchestra 5-12)		
Topic: Evaluating music and music performances		
Objective: Students will apply criteria to evaluate artistic work		
Score 4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> • Demonstrate perceptual skills by answering questions about, and by describing aural examples of music of various styles representing diverse cultures 	<p style="text-align: center;">Sample Tasks</p> <p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> • Analyze a musical score and describe melodic and harmonic conventions (progressions, cadences, instrumentation, texture, rhythm, etc)
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>The student will consistently...</p> <ul style="list-style-type: none"> • Use appropriate terminology in explaining music, music notation, music instruments, and music performance • Analyze and describe use of the elements of music in a given work that make it unique, interesting, and expressive • Characterize the use of music by its intended purpose and its intended audience 	<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i></p> <ul style="list-style-type: none"> • Listen to musical examples and use advanced vocabulary to describe musical elements <ul style="list-style-type: none"> o Instrumentation o Tempo (largo, andante, presto, etc) o melodic and rhythmic conventions (syncopation, triplets, violins have the melody, etc) o Expression o Quality of performance (balance, blend, etc) • Students will use recordings as a model for their performance
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>With guidance, students will...</p> <ul style="list-style-type: none"> • Use basic terminology in explaining music, music notation, music instruments, and music performance • Analyze and describe use of the elements of music in a given work that make it unique, interesting, and expressive 	<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> • Listen to musical examples and use basic vocabulary to describe musical elements <ul style="list-style-type: none"> o Instrumentation o Tempo (fast, medium, slow) o melodic and rhythmic conventions o quality of performance (good vs. bad)
	<p>1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</p>	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<p>0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content</p>	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit #3: Connect
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p><i>MU: Co10</i></p> <p>https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019</p>	<ul style="list-style-type: none"> ● Students should become lifelong learners who support music programs by participation and appreciation of school and community music events ● Students should become aware that music is a part of many facets of the world around them ● People should be acquainted with a variety of music and its role in the life of all people ● Identify the similarities and differences between music and other artistic disciplines 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts ● Develop and apply the knowledge and skills to understand works of art in time and place 		
Unit Duration:		
Ongoing		

Strand: Connect (Orchestra 5-12)		
Topic: Making and understanding connections		
Objective: Students will synthesize and relate societal, cultural, and historical knowledge along with personal knowledge/experiences to deepen understanding of music		
Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may: <ul style="list-style-type: none"> Compare musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized 	Sample Tasks
		<i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i> <ul style="list-style-type: none"> Identify genre or style from various historical and cultural backgrounds through listening
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> The student will consistently... <ul style="list-style-type: none"> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life Demonstrate understanding of how cultural, societal, and historical contexts can shape the creation of music 	<i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i> <ul style="list-style-type: none"> Students discuss how music is related to other cultures Students explore the historical significance of the music they perform Students experience how other cultures use music in their daily lives
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i> The student will... <ul style="list-style-type: none"> Demonstrate their knowledge of vocabulary of music as it relates to society, culture, and history. 	<i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i> <ul style="list-style-type: none"> Students are able to name composers of the music they are studying Students will know the time period of the music they are learning
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit #4: Create *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
MU: Cr3 https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019	<ul style="list-style-type: none"> ● Evaluate music based on critical listening and theoretical analysis developed through best musical practices ● Listen perceptually and respond to music intellectually and emotionally 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. ● Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 	<i>Students will consider..</i> <ul style="list-style-type: none"> ● How do musician's improve the quality of their performance? ● How does an individual's performance affect the ensemble?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Determine a quality and non-quality performance through both listening and self-assessment in regards to the academic vocabulary ● Describe their personal response to a music example's tone quality and timbre by using previously learned music terms 		
Unit Duration:		
Ongoing throughout the year.		

Strand: Create (Orchestra 5-12)		
Topic: Refine and complete artistic work		
Objective: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria		
Score 4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> Students will evaluate the ensemble (informally by listening and formally by using a rubric with teacher-provided criteria) Students will be evaluating the ensembles tone, pitch, posture, playing technique, rhythm, steady beat, and expression 	<p style="text-align: center;">Sample Tasks</p> <p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> Students will be able to provide constructive feedback to the individual performers or to the ensemble on how they can improve a performance element.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>The student will consistently...</p> <ul style="list-style-type: none"> Evaluate their own performance (informally by listening and formally by using a rubric with teacher-provided criteria) Evaluate their tone, pitch, posture, playing technique, rhythm, steady beat, and expression 	<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i></p> <ul style="list-style-type: none"> Students listen for appropriate tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, posture/stage presence, etc. Students will use grade level music terms to describe their personal response to a musical example Students will observe and analyze their own past performances or performances of other students at the same level for our school. Students adjust their performance to improve any areas lacking in proficiency
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>With guidance, students will...</p> <ul style="list-style-type: none"> Evaluate their own performance (informally by listening and formally by using a rubric with teacher-provided criteria) Evaluate their tone, pitch, posture, playing technique, rhythm, steady beat, and expression 	<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> With teacher prompts, students can observe a performance and provide feedback on areas that need improvement (such as tone, pitch, posture, technique, etc).
	<p>1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Assessment Evidence

Rubric/Scoring	Assessment
See proficiency scales and scope and sequence in curriculum guide for specific expectations for each grade level.	Teacher Observation Written Assessment Formative playing assessment Summative playing assessment Performance

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Perform	<ul style="list-style-type: none"> ● String Instruments ● Selected ensemble literature that is appropriate to each grade level ● Solo and small ensemble literature that is appropriate to each grade level ● Strings exercise books (essential elements 2000, sight reading for the orchestra, etc) 	<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Read and demonstrate an understanding of musical notation through performance ● Read through a piece of music without prior preparation time of learning the music ● Develop and apply instrumental music skills to perform, create, and communicate through the art of music ● Understand the importance of playing with appropriate string technique ● Understand how to play with musical expression ● Understand the differences of playing alone and with others ● Understand how to follow a conductor during rehearsal and performance ● Develop and apply the knowledge to write, play, and recognize by ear music written in standard notation 	<p>Teacher observation Written assessment Formative playing assessment Summative playing assessment Performance</p>

Ongoing	Respond	<ul style="list-style-type: none"> ● String Instruments ● Selected ensemble literature that is appropriate to each grade level ● Solo and small ensemble literature that is appropriate to each grade level ● Strings exercise books (essential elements 2000, sight reading for the orchestra, etc) 	<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Play instrument in large and small ensembles with technical accuracy and expression through proper sound production. ● Demonstrate continuing technical development of instrumental string proficiency. ● Play music independently without the aid of others in a rehearsal setting ● Develop and apply the knowledge and skills to analyze, evaluate, and describe musical performances and compositions 	<p>Teacher observation Written assessment Formative playing assessment Summative playing assessment Performance</p>
Ongoing	Connect	<ul style="list-style-type: none"> ● String Instruments ● Selected ensemble literature that is appropriate to each grade level ● Solo and small ensemble literature that is appropriate to each grade level ● Strings exercise books (essential elements 2000, sight reading for the orchestra, etc) 	<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts ● Develop and apply the knowledge and skills to understand works of art in time and place 	<p>Teacher observation Written assessment Formative playing assessment Summative playing assessment Performance</p>
Ongoing	Create	<ul style="list-style-type: none"> ● String Instruments ● Selected ensemble literature that is appropriate to each grade level ● Solo and small ensemble literature that is appropriate to each grade level ● Strings exercise books (essential elements 2000, sight reading for the orchestra, etc) 	<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Determine a quality and non-quality performance through both listening and self-assessment in regards to the academic vocabulary ● Describe their personal response to a music example's tone quality and timbre by using previously learned music terms 	<ul style="list-style-type: none"> ● Teacher observation ● Written assessment ● Formative playing assessment ● Summative playing assessment ● Performance

5-12 Orchestra Scope and Sequence

<i>Scope and Sequence for Orchestra</i>					
I = Introduce, R = Reinforce, M = Master					
Priority Skills/Standards	5th	6th	7th	8th	9-12
Demonstrate Proper Posture and Playing Technique	I	R,M	R,M	R,M	R,M
Instrument Care and Maintenance	I	R	R,M	M	M
Rehearsal Skills	I	R,M	R,M	M	M
Performance	I	R, M	R,M	M	M
Individual Practice	I	R	R	R,M	M
Keeping a steady beat	I	R	M	M	M
Breathing and phrasing	I	I	R	R	R,M
Tone	I	I	R	R	M
Intonation	I	I	I	R	M
Demonstrate the ability to play, finger, and say the names of the music notes	I	I	R	R	M
Demonstrate proper finger patterns and perform D, G, and C major scales	I	I	R	R, M	M
Perform advanced major scales (A, E, F, Bb, Eb, Ab)					I,R,M
Be able to perform and count simple rhythms	I	I, R	M	M	M
Be able to perform and count complex and syncopated rhythms			I	R	M
Play in common time signature – 4/4, ¾, 2/4	I	R	M	M	M
Play in complex time signatures (2/2, 6/8,12/8, etc)			I	R	M
Be able to identify, name, and play different dynamic markings and expression symbols			I	R	M
Demonstrate an understanding of music theory, notation symbols, and terminology	I	R	R	R	M
Demonstrate the ability to perform as an individual, in a small ensemble, and a large ensemble	I	R	R	R	R,M

Band (all band courses)

Course Overview

Grade level(s): 5-12	Credits earned: 1 Fine Arts credit (grades 9-12)
Course Rationale	Course Description
Develop and apply instrumental music skills to communicate effectively in the arts. Student learning is enhanced in a collaborative and cooperative environment that is consistent with the structure of band class. Engaging in a cohort environment elevates performance opportunities that allow students to apply content knowledge. The multiple elements of communication (reading, writing, speaking, and listening) studied in band affect student learning cross-categorically.	<i>All Individual Course descriptions are listed in the curriculum document beginning on pg. 7.</i>
Transfer Goals/Big Ideas	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none">● Foster creative problem-solving and critical thinking through the study of music composition, performance and listening● Demonstrate self-expression through music and teaching students to use these expressive skills to convey meaning in other aspects of life● Understand and appreciate artistic and aesthetic expression that sensitizes children to the beauty within life, making the difference between living and merely existing● Develop intrinsic motivation, self-confidence, self-discipline and good citizenship through music performance experiences that demand focused and sustained practice methods, leadership opportunities and teamwork.● Provide meaningful social interactions where students learn to accept and respect the ideas of others while working together to create, explore and express using music● Engage their imagination and assert their uniqueness.● Explore, create and interpret themselves and the world through the study of music and musical traditions of diverse cultures.● Realize the music potential that exists in every human being to create a lifetime of musical enjoyment, appreciation and advocacy.● Develop learning skills in goal setting and adjusting goals in response to feedback● Facilitate the ability of a student to make an individual learning contribution to a larger collaborative cohort and understand the responsibility they have for providing an appropriate individual effort.● Use enhanced presentation skills to perform in small group and large group ensemble settings.● Develop time management skills and organization of information skills through performance preparation where students must understand when goals need to be met, how to meet those goals and how to balance those efforts in an environment with other demands occurring simultaneously.● Play a vital role in the community where a spirited atmosphere and enjoyment can be provided through music performance.	
Priority Missouri Learning Standards/National Standards	
MU: Cr3 - CREATE: Refine and complete artistic work. (Composition) MU: Pr4 - PERFORM: Select, Analyze, and interpret artistic work for presentation. (Music Literacy) MU: Pr5 - PERFORM: Develop and refine artistic techniques and work for presentation (Playing Techniques) MU: Pr6 - PERFORM: Convey meaning through the presentation of artistic work. (Concert Skills) MU: Re8 - RESPOND: Interpret intent and meaning in artistic work (Rehearsal Technique) MU: Re9 - RESPOND: Apply criteria to evaluate artistic work. MU: Cn10 - CONNECT: Synthesize and relate knowledge and personal experiences to make art.	

Unit 1: Create Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p><i>MU:Cr3</i></p> <p>https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019</p>	<ul style="list-style-type: none"> ● Foster creative problem-solving and critical thinking through the study of music composition, performance and listening ● Understand and appreciate artistic and aesthetic expression that sensitizes children to the beauty within life, making the difference between living and merely existing ● Develop learning skills in goal setting and adjusting goals in response to feedback ● Facilitate the ability of a student to make an individual learning contribution to a larger collaborative cohort and understand the responsibility they have for providing an appropriate individual effort. 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. ● Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their creative work? ● How do musicians evaluate the quality of their creative work? ● What criteria is used to determine the quality of their creative work? ● How do musicians use feedback to refine their creative work?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Read and interpret an established criteria, usually in the form of a rubric, to assess the quality of their creative work or the creative works of others ● Test the quality of the creative work by scrutinizing it against the established criteria ● Develop strategies for improving the quality of work based on the results of testing against established criteria ● Adjust strategies for improving quality of creative work based on feedback received either through self-observation or observations of their peers and teachers. 		
Unit Duration:		
Ongoing throughout the year.		

Strand: Create (Band 5-12)		
Topic: Refine and Complete Artistic Work		
Objective: Presentation of creative work as the culmination of a process of creation and communication		
Score 4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> ● Evaluate the quality of peer creative work ● Provide feedback and improvement strategies for peers to implement ● Guide and assist peers in improving their creative work 	<p style="text-align: center;">Sample Tasks</p> <p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● 5-12: Student listens to and evaluates the creative work of their peer and provides feedback ● 5-12: Student develops strategies for their improvement based on their evaluation and feedback ● 5-12: Students can assist their peers to implement the improvement strategies. ● 9-12: Student leads a rehearsal of a small or large group, appropriately determining the quality of the creative and, providing improvement strategies and helping them to implement those strategies.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>The student will...</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the established criteria for determining the quality level of a creative work ● Use the established criteria, students can determine the quality of a creative work ● Use the criteria to establish methods for improvement. ● Develop and implement strategies for improvement to a creative work and adjust strategies based on feedback. 	<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i></p> <ul style="list-style-type: none"> ● 5 - 12: Students record and listen to their own creative work. Using the established criteria, the student can tell you the quality level of their creative work. ● 5-12: With an understanding of the quality level of their creative work, students can develop their own strategies for improvement and implement them through practice to increase the quality of their creative work.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <ul style="list-style-type: none"> ● Student is aware of an established criteria for determining the quality level of a creative work ● Students can identify the level of their creative work. ● Students can implement improvement strategies that are provided by the teacher. 	<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● 5-12: Students listen to their creative work and accurately determine the quality of their creative work based on the established criteria. ● 5-12: Students can accurately determine the quality of a creative work by both and individual and an ensemble ● A rubric will be provided to convey the established criteria for evaluating the level of a creative work.

	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> ● Student lacks awareness of the established criteria for level of quality in a creative work ● Student lacks the ability to realize the quality of their creative work and relies heavily on teacher feedback 		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Unit 2 Perform Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MU: Pr4 MU: Pr5 MU; Pr6 https://dese.mo.gov/media/pdf/curr-mls-standard-s-fa-music-sboe-2019	<ul style="list-style-type: none"> ● Develop learning skills in goal setting and adjusting goals in response to feedback ● Facilitate the ability of a student to make an individual learning contribution to a larger collaborative cohort and understand the responsibility they have for providing an appropriate individual effort. ● Use enhanced presentation skills to perform in small group and large group ensemble settings. ● Develop time management skills and organization of information skills through performance preparation where students must understand when goals need to be met, how to meet those goals and how to balance those efforts in an environment with other demands occurring simultaneously. ● Explore, create and interpret themselves and the world through the study of music and musical traditions of diverse cultures. ● Realize the music potential that exists in every human being to create a lifetime of musical enjoyment, appreciation and advocacy. ● Play a vital role in the community where a spirited atmosphere and enjoyment can be provided through music performance. 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ● Performers make interpretive decisions based on their understanding of context and expressive intent. ● To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do performers select repertoire? ● How does understanding the structure and context of musical works inform performance? ● How do performers interpret musical works? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? ● How do context and the manner in which musical work is presented influence audience response?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Demonstrate a thorough understanding of conducting gestures through large ensemble performance ● Self-govern ability to perform selected repertoire in order to develop practice habits designed to increase ability ● Develop an awareness of what specific elements of musical performance need to be improved based on an established criteria ● Properly manage time so that the proper amount of time required to develop performance ability is allocated in order to meet the goals of the ensemble ● Understand how, when and where to seek for additional instruction and guidance. ● Read and demonstrate an understanding of musical notation (pitch and rhythm) through performance ● Perform individually or as an ensemble a variety of repertoire in the classroom and at performances 		

- Read through a piece of music without prior preparation time of learning the music
- Develop and apply instrumental music skills to perform, create, and communicate through the art of music
- Students understand the importance of playing with appropriate string technique
- Students understand how to play with musical expression
- Students understand the differences of playing alone and with others
- Students understand how to follow a conductor during rehearsal and performance
- Develop and apply the knowledge to write, play, and recognize by ear music written in standard notation

Unit Duration:

Ongoing throughout the year.

Strand: Perform (Band 5-12)		
Topic: Playing Technique		
Objective: The student will develop, rehearse, and refine artistic techniques and work for presentation		
Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:	
	<ul style="list-style-type: none"> ● Model playing techniques for other students ● Explain to others how to achieve appropriate dynamics, phrasing, and technique 	
Sample Tasks		
4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:		
<ul style="list-style-type: none"> ● 5-12: Compare and contrast a performer’s technique to his or her own ● 5-12: Perform individually a piece of music for the class 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i>	
	The student will consistently <ul style="list-style-type: none"> ● Perform on pitch, in rhythm, with dynamics and timbre, and maintain a steady tempo ● Demonstrate playing posture and playing techniques (Instrument specific carriage, proper embouchure, finger placement, stick height/fulcrum, etc.) ● Utilize dynamics and phrasing to portray emotion in a variety of musical styles. ● Play independently or in a large ensemble ● Perform in an ensemble and respond to the conductor with expression ● Apply stylistic elements needed to perform the music of various genres and cultures. 	
ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:		
<ul style="list-style-type: none"> ● 5-6: Play grade level appropriate music with correct rhythms, pitch, and playing technique ● 7-8: Play grade level appropriate music with correct rhythms, pitch, and playing technique, characteristic tone, and expression ● 9-12: Play grade level appropriate music with correct rhythms, pitch, playing technique, characteristic tone, expression, and ensemble technique 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
Score 2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i>	
	<ul style="list-style-type: none"> ● With guidance, students will <ul style="list-style-type: none"> ○ Perform on pitch, in rhythm, with dynamics and timbre, and maintain a steady tempo ○ Demonstrate playing posture and playing techniques (Instrument specific carriage, proper embouchure, finger placement, stick height/fulcrum, etc.) 	
2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:		
<ul style="list-style-type: none"> ● 5-6: Play grade level appropriate music with 60 % accuracy in rhythms, pitch, and/or playing technique ● 7-8: Play grade level appropriate music with 60 % accuracy in rhythms, pitch, and playing technique, characteristic tone, and expression 		

	<ul style="list-style-type: none"> ○ Utilize dynamics and phrasing to portray emotion in a variety of musical styles. ○ Play independently or in a large ensemble ○ Perform in an ensemble and respond to the conductor with expression ○ Apply stylistic elements needed to perform the music of various genres and cultures. 	<ul style="list-style-type: none"> ● 9-12: Play grade level appropriate music with 60 % accuracy in rhythms, pitch, playing technique, characteristic tone, expression, and ensemble technique
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Perform (Band 5-12)		
Topic: Elements of Music (Music Literacy)		
Objective: The students will analyze and interpret artistic work for presentation		
Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may: <ul style="list-style-type: none"> Analyze, compose, transpose, and/or arrange music using accepted musical conventions 	Sample Tasks <i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i> <ul style="list-style-type: none"> Students will complete a melodic and/or harmonic analysis of a work being performed by the ensemble and share those findings with the class to help enhance the performance of the piece
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> The student will consistently <ul style="list-style-type: none"> Read and perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures (not limited to) Read and perform standard pitch notation including two ledger lines above and below the clef appropriate to the student's instrument using finger numbers or note names. Read and perform notes with and without accidentals Sight read notes and rhythms in a short piece of music using standard music notation. 	<i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i> <ul style="list-style-type: none"> 5-6: Play the first 5 notes (Concert B-Flat, C, D, E, F) and play basic rhythms ranging from whole notes to eighth notes. 7-8: Play two octave scales in the keys of Concert B-Flat, Concert F, Concert C, Concert G, Concert D. Play basic rhythms that include 16th notes and syncopated rhythms. 9-12: Become proficient in playing in all Major and Minor keys in the full range of the instrument and perform difficult rhythms in simple and compound time signatures
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i> <ul style="list-style-type: none"> With guidance, students will <ul style="list-style-type: none"> Read and perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures (not limited to) Read and perform standard pitch notation in the clef appropriate to the student's instrument using finger numbers or note names Read and perform notes with and without accidentals Sight read notes and rhythms in a short piece of music using standard music notation. 	<i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i> <ul style="list-style-type: none"> 5-6: Identify the first 5 notes (Concert B-Flat, C, D, E, F) and demonstrate the appropriate fingering and identify basic rhythmic patterns. 7-8: Identify notes in a two octave scales in the keys of Concert B-Flat, Concert F, Concert C, Concert G, Concert D and read more rhythmic elements in a variety of time signatures 9-12: Become proficient in playing in all Major and Minor keys and perform advanced rhythms in pound time signatures
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Topic: Concert Skills (Band 5-12)

Objective: Students will convey meaning and perform expressively the artistic work

		Sample Tasks
Score 4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> Attend and evaluate additional concerts separate from his or her own schedule performances Participate in musical events separate from his or her own scheduled performances 	<p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> Attend performances outside of class Rehearse and perform with a honors/community ensemble
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> The student consistently demonstrates concert skills when performing including</p> <ul style="list-style-type: none"> Punctuality appropriate attire On and off stage etiquette following the director coming prepared with all required materials Follow tuning procedures Remains respectful and focused on and off stage for the entire performance 	<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will demonstrate:</i></p> <ul style="list-style-type: none"> 5-12: Perform at a concert and meet all expectations for the event.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i> With guidance, the student inconsistently demonstrates concert skills when performing including</p> <ul style="list-style-type: none"> Punctuality appropriate attire On and off stage etiquette following the director coming prepared with all required materials Follow tuning procedures Remains respectful and focused on and off stage for the entire performance 	<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> 5-12: Perform at a concert and inconsistently meet expectations for the event.
	<p>1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Perform (Band 5-12)		
Topic: Select, analyze and interpret artistic work for presentation		
Objective: Explain the criteria used to select a varied repertoire.		
Score 4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught.</p> <p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> Independently explore music through research to build a personal library of their favorite styles and genres Through research and using knowledge of the ability level of individuals within the ensemble, students make repertoire recommendations to the teacher for performance. 	<p style="text-align: center;">Sample Tasks</p> <p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> 9-12: Students attend local instrumental band performances and develop an interest in particular styles and genres. Guided by those interests, the student can research and find repertoire for the band to perform in various styles of events. 9-12: Listen to a professional musician and practice to mimic their tone, articulation, and musicality.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>The student will consistently</p> <ul style="list-style-type: none"> Explain the criteria used for selecting varied repertoire Identify the theoretical structure and characteristics of the music Identify elements of music to perform that meets their ability level and helps them grow. The elements of music are listed in the scope and sequence. Identify elements of music that make the repertoire appropriate for the performance occasion, venue and purpose Display the appropriate music reading skills to independently express the intent of the composer based on knowledge of theoretical structure. With this knowledge, students can better connect with their audience by expressing the appropriate intent of the music. 	<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i></p> <ul style="list-style-type: none"> 5-8: <ul style="list-style-type: none"> What is the key signature, time signature, concert pitch? Students select solos, duets or trios that they have the ability to perform. Prepare a piece for performance evaluation While performing selected repertoire, students recognize the style and produce appropriate expressive and musical qualities to convey the style and intent of the composer such as dynamic contrast, articulation contrast, tone qualities and tone timbres. 9-12: <ul style="list-style-type: none"> What key is the piece in? Is it minor or major? What style/genre is the music? Students are given a list of musical repertoire that the ensemble could perform. Students listen to the pieces and provide feedback as to why we should/should not perform repertoire on the list.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>With assistance from the teacher, students can</p> <ul style="list-style-type: none"> Identify elements of music to perform that meets their ability level and helps them grow. Identify elements of music that make the repertoire appropriate for the performance occasion, venue and purpose 	<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> 5-12: Perform grade appropriate music as an individual and as a group. 5-12: Students are asked to compare and contrast different styles of music. 5-12: Students accurately perform selected repertoire in class with the teacher providing instruction of specific musical elements that convey

	<ul style="list-style-type: none"> ● Identify musical elements that make contrasting styles of music. ● Connect with their audience by expressing the composer's intent through performance. 	the composer's intent.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. <ul style="list-style-type: none"> ● Students understand the context and purpose of the repertoire selected, but cannot identify elements of music to perform that meets their ability level and helps them grow. ● Students can identify that there is contrast in styles of music, but cannot identify the musical elements that create the contrast. 	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content
Score 0.0	Even with help, no understanding or skill was demonstrated.	

Unit 3: Respond *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
MU: Re8 MU: Re9 https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019	<ul style="list-style-type: none"> ● Provides meaningful social interactions where students learn to accept and respect the ideas of others while working together to create, explore and express using music ● Students learn how to play a vital role in the community where a spirited atmosphere and enjoyment can be provided through music performance. ● Students will explore, create and interpret themselves and the world through the study of music and musical traditions of diverse cultures. ● Facilitate the ability of a student to make an individual learning contribution to a larger collaborative cohort and understand the responsibility they have for providing an appropriate individual effort. 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria. ● The learner, through rehearsal, will demonstrate continuing technical development of instrumental string proficiency. 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● How do we judge the quality of musical work(s) and performance(s)? ● How does my playing contribute to the ensemble during a rehearsal? ● How do we discern the musical creators' and performers' expressive intent?

Learning Targets

Students will...

- Be able to play in large and small ensembles with technical accuracy and expression through proper sound production.
- Demonstrate continuing technical development of instrumental string proficiency.
- Be able to play music independently without the aid of others in a rehearsal setting
- Develop and apply the knowledge and skills to analyze, evaluate, and describe musical performances and compositions

Unit Duration:

Ongoing throughout the year

Strand: Respond (Band 5-12)		
Topic: Listening to, analyzing, and describing music (rehearsal technique)		
Objective: Students will interpret intent and meaning in artistic work to prepare for a performance		
Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Perform individually exhibiting the rehearsal skills at the 3.0 level along with: <ul style="list-style-type: none"> ● Lead a rehearsal ● Participate in additional rehearsals for respective school ensembles ● Over the course of the semester consistently models an appropriate level of engagement and participation in classroom rehearsals 	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● Lead a sectional independently ● Provide feedback to students in their section
Score 3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> The student will consistently: <ul style="list-style-type: none"> ● Read and play appropriate pitch ● Use correct posture and playing technique ● Use correct rhythm and steady beat ● Use a characteristic tone and interpret expressive elements ● Always display an appropriate level of engagement and participation in classroom rehearsals. ● Exhibit no major errors or omissions 	<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i></p> <ul style="list-style-type: none"> ● 5-12: Over the course of the semester consistently display an appropriate level of engagement and participation in classroom rehearsals in preparation for a concert
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i> With guidance, the student will <ul style="list-style-type: none"> ● Read and play appropriate pitch ● Use correct posture and playing technique ● Use correct rhythm and steady beat ● Use a characteristic tone and interpret expressive elements ● Always display an appropriate level of engagement and participation in classroom rehearsals. ● Exhibit no major errors or omissions 	<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● With guidance, the student will demonstrate desired behavior in an orchestra rehearsal ● With guidance, the student is prepared and productive during rehearsal.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Respond (Band 5-12)		
Topic: Evaluating music and music performances		
Objective: Students will apply criteria to evaluate artistic work		
Score		Sample Tasks
4.0	<p>4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> ● Demonstrate perceptual skills by answering questions about, and by describing aural examples of music of various styles representing diverse cultures 	<p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● Analyze a musical score and describe melodic and harmonic conventions (progressions, cadences, instrumentation, texture, rhythm, etc)
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>The student will consistently</p> <ul style="list-style-type: none"> ● Use appropriate terminology in explaining music, music notation, music instruments, and music performance ● Analyze and describe use of the elements of music in a given work that make it unique, interesting, and expressive ● Characterize the use of music by its intended purpose and its intended audience 	<p><i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i></p> <ul style="list-style-type: none"> ● Listen to musical examples and use advanced vocabulary to describe musical elements <ul style="list-style-type: none"> ○ Instrumentation ○ Tempo (largo, andante, presto, etc) ○ melodic and rhythmic conventions (syncopation, triplets, violins have the melody, etc) ○ Expression ○ Quality of performance (balance, blend, etc) ● Students will use recordings as a model for their performance
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>With guidance, students will</p> <ul style="list-style-type: none"> ● Use basic terminology in explaining music, music notation, music instruments, and music performance ● Analyze and describe use of the elements of music in a given work that make it unique, interesting, and expressive 	<p><i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> ● Listen to musical examples and use basic vocabulary to describe musical elements <ul style="list-style-type: none"> ○ Instrumentation ○ Tempo (fast, medium, slow) ○ melodic and rhythmic conventions ○ quality of performance (good vs. bad)
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Connect (Band 5-12)		
Topic: Making and understanding connections		
Objective: Students will synthesize and relate societal, cultural, and historical knowledge along with personal knowledge/experiences to deepen understanding of music		
Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may: <ul style="list-style-type: none"> Compare musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized 	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i> <ul style="list-style-type: none"> Identify genre or style from various historical and cultural backgrounds through listening
Score 3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> The student will consistently: <ul style="list-style-type: none"> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life Demonstrate understanding of how cultural, societal, and historical contexts can shape the creation of music 	<i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i> <ul style="list-style-type: none"> Students discuss how music is related to other cultures Students explore the historical significance of the music they perform Students experience how other cultures use music in their daily lives
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i> The student will : <ul style="list-style-type: none"> Demonstrate their knowledge of vocabulary of music as it relates to society, culture, and history. 	<i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i> <ul style="list-style-type: none"> Students are able to name composers of the music they are studying Students will know the time period of the music they are learning
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Assessment Evidence

Rubric/Scoring	Assessment
See proficiency scales and scope and sequence in curriculum guide for specific expectations for each grade level.	Teacher Observation Written Assessment Formative playing assessment Summative playing assessment Performance

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Perform	<ul style="list-style-type: none"> ● Woodwind, Brass and Percussion instruments. ● Selected ensemble literature that is appropriate to each grade level ● Solo and small ensemble literature that is appropriate to each grade level ● Sight-Reading Books ● Scale studies ● Wind instrument Flow Studies ● Foundations for Superior Performance Text ● Instructional Drills for technique building developed by teachers to target specific skills. 	<p>Students will</p> <ul style="list-style-type: none"> ● Read and demonstrate an understanding of musical notation through performance ● Read through a piece of music without prior preparation time of learning the music ● Develop and apply instrumental music skills to perform, create, and communicate through the art of music ● Students understand the importance of playing with appropriate string technique ● Students understand how to play with musical expression ● Students understand the differences of playing alone and with others ● Students understand how to follow a conductor during rehearsal and performance 	<p>Teacher observation Written assessment Formative playing assessment Summative playing assessment Performance</p>
Ongoing	Respond	<ul style="list-style-type: none"> ● Woodwind, Brass and Percussion instruments. ● Selected ensemble literature that is appropriate to each grade level ● Solo and small ensemble literature that is appropriate to each grade level ● Sight-Reading Books ● Scale studies ● Wind instrument Flow Studies ● Foundations for Superior Performance Text ● Instructional Drills for technique building developed by teachers to target specific skills. 	<p>Students will</p> <ul style="list-style-type: none"> ● be able to play in large and small ensembles with technical accuracy and expression through proper sound production. ● demonstrate continuing technical development of instrumental string proficiency. ● be able to play music independently without the aid of others in a rehearsal setting ● develop and apply the knowledge and skills to analyze, evaluate, and describe musical performances and compositions 	<p>Teacher observation Written assessment Formative playing assessment Summative playing assessment Performance</p>

Ongoing	Connect	<ul style="list-style-type: none"> ● Woodwind, Brass and Percussion instruments. ● Selected ensemble literature that is appropriate to each grade level ● Solo and small ensemble literature that is appropriate to each grade level ● Sight-Reading Books ● Scale studies ● Wind instrument Flow Studies ● Foundations for Superior Performance Text ● Instructional Drills for technique building developed by teachers to target specific skills. 	<p>Students will</p> <ul style="list-style-type: none"> ● Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts ● Develop and apply the knowledge and skills to understand works of art in time and place 	<p>Teacher observation Written assessment Formative playing assessment Summative playing assessment Performance</p>
Ongoing	Create	<ul style="list-style-type: none"> ● Woodwind, Brass and Percussion instruments. ● Selected ensemble literature that is appropriate to each grade level ● Solo and small ensemble literature that is appropriate to each grade level ● Sight-Reading Books ● Scale studies ● Wind instrument Flow Studies ● Foundations for Superior Performance Text ● Instructional Drills for technique building developed by teachers to target specific skills. 	<p>Students will</p> <ul style="list-style-type: none"> ● Determine a quality and non-quality performance through both listening and self-assessment in regards to the academic vocabulary ● Describe their personal response to a music example's tone quality and timbre by using previously learned music terms 	<p>Teacher observation Written assessment Formative playing assessment Summative playing assessment Performance</p>

5-12 Band Scope and Sequence

Scope and Sequence for Band

I = Introduce, R = Reinforce, M = Master

Priority Skills/Standards	5th	6th	7th	8th	9-12
Demonstrate Proper Posture	I	R,M			I,R,M
Instrument Care and Maintenance	I	R	R,M		
Rehearsal Skills	I	R,M			
Performance	I	R	R,M		
Individual Practice	I	R		R,M	
Posture/Hand Position	I	R,M			
Keeping the beat	I	R	M		
Breathing and phrasing	I		R		M
Tone	I		R		M
Intonation			I	R	M
Demonstrate the ability to play, finger, and say the names of the music notes	I		R		M
Be able to perform and count simple rhythms w,h,q,e	I	R	M		
Be able to perform and count complex and syncopated rhythms			I	R	M
Play in common time signature – 4/4, ¾, 2/4	I	R	M		
Play in complex time signatures Cut, 6/8 etc.			I	R	M
Be able to identify, name, and play different dynamic markings			I	R	M
Demonstrate an understanding of Music Theory, notation symbols, and Terminology	I	R	R	R	M
Percussion able to demonstrate the ability to recognize and play the different rudiments		I	R	R	M
Demonstrate the ability to perform as an individual, in a small ensemble, and a large ensemble		I	R	M	
<i>Additional Quality Indicators for Jazz</i>					
Demonstrate an understanding of Jazz notation, chord symbols, and articulation			I	R	M
Perform and listen to various styles of jazz music i.e.. Swing, Latin, Blues, etc.			I	R	M
Perform Improvised solos			I	R	M
<i>Additional Quality Indicators for Marching Band</i>					
Identify and demonstrate proper marching ability including steps and posture					IRM
Be able to memorize and/or perform show music and stand tunes					IRM
Demonstrate the ability to march within the pictures with proper spacing, steps, and timing					IRM

Honors Music Theory Course Overview

Grade level(s): 10-12	Credits earned: 1 Fine Arts credit (grades 10-12)
Course Rationale	Course Description
The study of music makes an essential contribution to a child’s social, intellectual, physical, and emotional development. Honors music theory focuses on the development of lifelong learners by bringing a proper balance to the total school curriculum. This course fosters creative problem-solving and critical thinking through music composition, performance, and listening. By fostering the music potential in every human being, we are cultivating a lifetime of musical enjoyment, appreciation, and advocacy.	<i>All Individual Course descriptions are listed in the curriculum document beginning on pg. 7.</i>
Transfer Goals/Big Ideas	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Listen perceptually and respond to music intellectually and emotionally ● Become lifelong learners who support music programs by participation and appreciation of school and community music events ● Become aware that music is a part of many facets of the world around them ● Be acquainted with a variety of music and its role in the life of all people ● Identify the similarities and differences between music and other artistic disciplines 	
Priority Missouri Learning Standards/National Standards	
<p>MU: Cr3 - CREATE: Refine and complete artistic work (Generate, evaluate, refine, and present) MU: Pr4- PERFORM: Select, analyze, and interpret artistic work for presentation (Music literacy) MU: Pr4- PERFORM: Select, analyze, and interpret artistic work for presentation (Sight singing) MU: Re8-RESPOND: Interpret intent and meaning in artistic work (Interpret and evaluate) MU: Cn11-CONNECT: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019</p>	

Unit #1: Create *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
MU: Cr3 https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019	<ul style="list-style-type: none"> Listen perceptually and respond to music intellectually and emotionally 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> Musicians evaluate and refine their work through openness to new ideas and persistence and the application of appropriate composition criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication. 	<i>Students will consider...</i> <ul style="list-style-type: none"> How do musicians generate creative ideas? How do musicians make creative decisions How do musicians improve the quality of their work? When is creative work ready to share?

Learning Targets

Students will...

- Notate and identify pitch in four clefs (treble, bass, alto, tenor), all major and minor key signatures, all scales including major, three forms of minor, and chromatic, and all intervals and seventh chords in root position and inversions
- Notate in simple and compound meters
- Compose a bass line for a given melody
- Realize a figured bass
- Read pitch and rhythm music notation
- Analyze music in a variety of time signatures, key signatures, time periods, and genres
- Create music in a variety of time signatures, key signatures, and tempos following conventional music rules
- Understand music as a written language and interpret music markings for expression purposes
- Listen and notate music by ear in a variety of time signatures, key signatures, time periods, and genres
- Sight sing music in a variety of time signatures, key signatures, time periods, and genres
- Evaluate music based on critical listening skills that use best music practices

Unit Duration:

Ongoing

Strand: Create		
Topic: Develop, refine, and complete artistic work		
Objective: Students will generate, conceptualize, organize, and develop artistic ideas and work.		
Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may: <ul style="list-style-type: none"> • Transpose a composition to a new key signature 	Sample Tasks <i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i> <ul style="list-style-type: none"> • Perform their own or classmates compositions on their instrument/with their voice
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> The students will: <ul style="list-style-type: none"> • Read and write basic musical notation • Identify, label, create, and resolve harmonic and melodic intervals • Recognize and notate all major and minor key signatures in all clefs • Construct triads and seventh chords in root position and inversions (while also labeling proper figured bass symbols) • Construct proper chords progressions (including cadences) • Notate on manuscript paper and/or compositional program (Noteflight.com, Finale, etc) 	<i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i> <ul style="list-style-type: none"> • Compose rhythmic and melodic motives using standard notation in a variety of time signatures, key signatures, and conventional composition techniques
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i> The student will: <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: Scale degree names, relative key, parallel key, melodic interval, harmonic interval, augmented, diminished, key signature, simple interval, compound interval • Performs basic processes, such as identify the names of the four clefs • Aurally identify major and minor scales, intervals, triads, and seventh chords 	<i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i> <ul style="list-style-type: none"> • Identify and notate pitches in treble and bass clef • Visually identify all major key signatures • Recall inversion symbols for triads and seventh chords
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Perform		
Topic: Music Literacy		
Objective: The student will select, analyze, and interpret artistic work for presentation		
Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may: <ul style="list-style-type: none"> ● Teach other students elements of music listed in 3.0 section ● Memorize whole and half step pattern of all modes 	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i> <ul style="list-style-type: none"> ● Notate a modal scale in any given key
Score 3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> The student will: <ul style="list-style-type: none"> ● Identify and notate pitch in four clefs: treble, bass, alto, and tenor with 100% accuracy ● Determine the whole step and half step patterns in the major vs minor scales and properly notate any given key ● Identify key signatures with the use of the circle of 5ths ● Identify harmonic and melodic intervals ● Write and recognize by ear and sight four qualities of triads (major, minor, augmented, diminished) in root position and inversions ● Write and recognize by ear and sight five qualities of seventh chords (major, dominant, minor, half diminished, fully diminished) in root position and inversions ● Properly label figured bass ● Identify diatonic triads in major and minor keys 	<i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i> <ul style="list-style-type: none"> ● Notate pitches in any clef when given octave register ● Determine the key signature of a piece when accidentals are only provided in context of the excerpt ● Analyze a 24-48 bar excerpt and label all triads and seventh chords with proper quality, Roman numerals, and inversion symbols ● Notate triads and seventh chords when given a key signature, Roman numerals, and inversion symbols ● Harmonize a melody when provided lead sheet symbols
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i> The student will: <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ Scale degree names, relative key, parallel key, melodic interval, harmonic interval, augmented, diminished, key signature, simple interval, compound interval ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ Identify the names of the four clefs ○ Aurally identify major and minor scales, intervals, triads, and seventh chords 	<i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i> <ul style="list-style-type: none"> ● Identify and notate pitches in treble and bass clef ● Visually identify all major key signatures ● Recall inversion symbols for triads and seventh chords
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Perform		
Topic: Sight singing		
Objective: Students will develop and apply the knowledge to sing music written in standard notation		
Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may: <ul style="list-style-type: none"> ● Sing various melodies in different tonalities and meters at sight with advanced parameters 	Sample Tasks
		<i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i> <ul style="list-style-type: none"> ● Perform the required excerpt at a faster tempo ● Perform the required assignment in a transposed key ● Perform the required assignment with another harmony part
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> <ul style="list-style-type: none"> ● Sing various melodies in different tonalities and meters at sight 	<i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i> <ul style="list-style-type: none"> ● Sing independently and/or with a group a provided excerpt in a variety of tonalities and meters
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i> The student will: <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ Solfege syllables ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ Label solfege syllables for a given excerpt ○ Sing by sight with 60% accuracy 	<i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i> <ul style="list-style-type: none"> ● Label solfege syllables with 100% accuracy and sing by sight with 60% accuracy
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit #3: Respond *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
MU: Re8 https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019	<ul style="list-style-type: none"> ● Listen perceptually and respond to music intellectually and emotionally ● Become lifelong learners who support music programs by participation and appreciation of school and community music events ● Become aware that music is a part of many facets of the world around them ● Be acquainted with a variety of music and its role in the life of all people ● Identify the similarities and differences between music and other artistic disciplines 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● How does understanding the structure and context of music inform a response? ● How do we discern the musical creators' and performers' expressive intent? ● How do we judge the quality of musical work(s) and performance(s)?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Understand the importance of reading and notating music ● Understand that music literacy is essential when creating music ● Develop and apply the knowledge and skills to analyze, evaluate, and describe musical performances and compositions <ul style="list-style-type: none"> ○ Analyze aurally and/or by reading the scores of musical works the elements of music, compositional techniques, and procedures ○ Evaluate the effectiveness of the technical and expressive elements of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques 		
Unit Duration:		
Ongoing		

Strand: Respond		
Topic: Interpret and evaluate		
Objective: Interpret intent and meaning in artistic work		
Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may: <ul style="list-style-type: none"> Develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work 	Sample Tasks <i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i> <ul style="list-style-type: none"> Select a piece of music that is of appropriate difficulty, and perform it differently to reflect composer styles and/or to portray musical characteristics indicative of different musical genres.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> The student will: <ul style="list-style-type: none"> Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work 	<i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i> <ul style="list-style-type: none"> Present a structural analysis of a composition, describe elements of music in the piece, and why those choices shaped the piece or how those choices relate to the style/genre/historical context
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i> The student will: <ul style="list-style-type: none"> Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work 	<i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i> <ul style="list-style-type: none"> Describe different compositional devices and techniques found in a variety of selected musical works, and, make educated conjectures about why composers used such specific techniques.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit #4: Connect
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p><i>MU: Cn11</i></p> <p>https://dese.mo.gov/media/pdf/curr-mls-standards-fa-music-sboe-2019</p>	<ul style="list-style-type: none"> • Students will identify processes and materials in the context of musical literature representing a broad spectrum of genres, media, and styles • Students will identify music from various styles and historical periods by comparing and contrasting selected elements of music 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding these connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> • In what ways have people used music to express their values and describe their experiences? • How does music and history influence each other? How does culture and society affect music? • How does one musical style influence another? What are various jobs/careers in the music field? How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Learning Targets

- Students will...*
- Synthesize and relate knowledge of society, cultures, historical events, and personal experiences to the creation of music
 - Develop and apply the knowledge and skills to understand musical genres and styles, stylistic practices, music's role and function in various cultures
 - Develop and apply the knowledge and skills to understand careers in music

Unit Duration:

Ongoing

Strand: Connect		
Topic: Societal, historical, and cultural context		
Objective: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught. In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may: <ul style="list-style-type: none"> Students experience live performances of music from other cultures and historical time periods 	Sample Tasks <i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i> <ul style="list-style-type: none"> Students visit a cultural event where music is utilized and provide a brief description of musical elements used in the culture
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> The student will: <ul style="list-style-type: none"> Understand the traits of selected styles of music Describe the function of music in various settings and cultural events 	<i>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:</i> <ul style="list-style-type: none"> Students will identify characteristics of teacher selected genres or styles and describe how elements of music are utilized in a variety of historical music periods Students create a timeline of historical periods in music and feature 1-2 composers per time period Complete a report on the musical characteristics of a specific culture
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i> The student will: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> Genre, Style, Secular, Sacred , Multicultural music, Historic Music Periods Performs basic processes, such as: <ul style="list-style-type: none"> Identify instruments used in various settings and cultural events 	<i>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i> <ul style="list-style-type: none"> Recall terminology
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Assessment Evidence

Rubric/Scoring	Assessment
See proficiency scales in curriculum guide for specific expectations	Teacher Observation Written Assessment Aural Dictation Sight Singing

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Create	Teacher provided materials/supplemental worksheets Alfred Music Theory Workbook Sight Singing for Beginners Vol. 1	<i>Students will...</i> <ul style="list-style-type: none"> ● Notate and identify pitch in four clefs (treble, bass, alto, tenor), all major and minor key signatures, all scales including major, three forms of minor, and chromatic, and all intervals and seventh chords in root position and inversions ● Notate in simple and compound meters ● Compose a bass line for a given melody ● Realize a figured bass 	Teacher Observation Written Assessment Aural Dictation Sight Singing

Ongoing	Perform	Teacher provided materials/supplemental worksheets Alfred Music Theory Workbook Sight Singing for Beginners Vol. 1	<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Read a musical score, identifying and applying knowledge of the following: clefs, keys/tonality, pitches, metric organization and rhythmic devices, and intervals and scales ● Identify quantity and quality of intervals, triads and seventh chords (including inversions symbols and figured bass) ● Analyze how the elements of music and compositional techniques of selected works relate to the style, function, and context 	Teacher Observation Written Assessment Aural Dictation Sight Singing
Ongoing	Respond	Teacher provided materials/supplemental worksheets Alfred Music Theory Workbook Sight Singing for Beginners Vol. 1	<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Develop and apply the knowledge and skills to analyze, evaluate, and describe musical performances and compositions <ul style="list-style-type: none"> ○ Analyze aurally and/or by reading the scores of musical works the elements of music, compositional techniques, and procedures ○ Evaluate the effectiveness of the technical and expressive elements of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques 	Teacher Observation Written Assessment Aural Dictation Sight Singing
Ongoing	Connect	Teacher provided materials/supplemental worksheets Alfred Music Theory Workbook Sight Singing for Beginners Vol. 1	<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Synthesize and relate knowledge of society, cultures, historical events, and personal experiences to the creation of music ● Develop and apply the knowledge and skills to understand musical genres and styles, stylistic practices, music's role and function in various cultures ● Develop and apply the knowledge and skills to understand careers in music 	Teacher Observation Written Assessment Aural Dictation Sight Singing

