Fairbanks North Star Borough School District

Music Curriculum



Grades K – 12

Adopted April 15, 2025

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Acknowledgements

Curriculum Writers

Kendi Adams – Woodriver Elementary School
Gwendolyn Brazier – Lathrop High School
Lucas Clooten – West Valley High School
Jessica Curtis – Tanana Middle School
Jenifer Guilford – Anne Wien Elementary
Jay Million – Midnight Sun Elementary
Courtney Miklos – North Pole Elementary

Curriculum Researchers

Music teachers met during professional development in September 2023 to begin the research stage for Music curriculum.

Department of Teaching and Learning

Chane Beam – Executive Director of Teaching and Learning
Mackenzie Staiger – Curriculum Coordinator (elementary)
Tara DeVaughn – Curriculum Coordinator (secondary)
Jennifer Morgan – Materials Development Specialist

We would also like to recognize

The Board Curriculum Committee, the Fairbanks North Star Board of Education, and the many teachers, administrators, parents, and community members who have provided input during the curriculum revision process.

Philosophy & Mission Statements

Philosophy:

Music is a federally recognized core subject fundamental to a well-rounded education. Students will attain skills through the ongoing study of music that will benefit them throughout their life lives.

Mission Statement:

The Fairbanks North Star Borough School District will provide students a balanced, comprehensive, and sequential program of study in music, in accordance with state and national music standards.

FNSBSD students will:

- Have the opportunity to participate in a variety of content through general music, choir, band, orchestra, and additional music courses.
- Understand the relationships of music to other disciplines.
- Experience a variety of instructional methods and technologies.
- Have the development of analytical thinking over time through creating, presenting, performing, responding, and connecting to music.
- Learn cooperative skills needed to participate in a musical group.
- Contribute to a classroom environment that fosters lifelong appreciation and involvement in music.

Guaranteed and Viable Curriculum (GVC):

A guaranteed and viable curriculum is one that guarantees equal opportunity and access to learning for all students. Similarly, it guarantees adequate time for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that ensures the curriculum being taught is the curriculum being assessed. It is viable when adequate time is ensured to teach all determined essential content.

Archived Courses

The following courses have been removed from the Music Curriculum and archived. If a teacher or school is interested in offering one of these courses in the future, they must fill out a pilot proposal form by the deadline listed on the district website; the course may be offered, with Teaching and Learning and superintendent approval. If the school would like to look at the old curriculum for the course, they should contact Teaching and Learning at teachingandlearning@k12northstar.org or (907) 452-2000 ext. 11422.

Archived courses:

- Elementary
  - Band: Beginning, Intermediate, Advanced and Jazz (available through *Elementary Ensemble*)
  - Beginning Guitar (available through *Elementary Ensemble*)
  - Choir (3-6) (available through *Elementary Ensemble*)
  - Elementary Keyboard (available through *Elementary Ensemble*)
  - General Music 6
  - Handbell Choir (available through *Elementary Ensemble*)
  - Orchestra: Beginning, Intermediate, and Advanced (available through *Elementary Ensemble*)
  - Steel Pan Ensemble (available through *Elementary Ensemble*)
  - World Music
- Middle School
  - Concert Orchestra (available through *Middle School Ensemble*)
  - Exploratory Music
  - Intermediate Guitar (available through *Middle School Ensemble*)

Explanation of Terms

Additional Courses:
Courses such as guitar, world music, steel drums, modern band, and other chamber ensembles may be offered as schedule and staffing permit. Additional music courses are of lesser priority than the core subjects (band, choir, and orchestra). Additional music courses must not replace core music subjects as described above.

Alaska Content Standards for Art (AKAS, revised 2015):
Standards adopted by the State Board of Education for what students should be learning in core subject areas. These standards are general statements of what Alaskans want students to know and be able to do as a result of their public school experience. https://education.alaska.gov/akstandards/Arts.pdf?v=2

Alaska Cultural Standards:
Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments. Cultural standards serve as a complement to content standards. According to the Alaska Department of Education and Early Development "content standards stipulate what students should know and be able to do, cultural standards provide guidance on how to engage students in learning through the local culture. We recognize all forms of knowledge, ways of knowing, and world views as equally valid, adaptable, and complementary to one another in mutually beneficial ways. These cultural standards are not intended to be inclusive, exclusive, or conclusive, and should be reviewed and adapted to fit local needs."[1] https://education.alaska.gov/standards/cultural

Core Subject:
Band, choir, and orchestra are courses that must be offered at all traditional secondary schools and should be given priority over additional music courses. All traditional secondary students must have band, choir, and orchestra classes available every semester at their individual school site. Core subjects (band, choir, and orchestra) must not be eliminated in order to allow for additional music courses such as guitar, steel drums, or world music courses.

Exploration Objectives:
Recommended skills and concepts beyond "must do objectives" and that may be taught in addition to "must do objectives."

Key Vocabulary:
Terms teachers and students should be using when discussing specific concepts and skills.

Ongoing Learner Goals:
Objectives that are fostered and reinforced on every suitable occasion. Mastery is not assigned to a specific grade level or course. These skills are expected to be gained over many years of participation in music classes.

[1] Alaska Department of Education and Early Development, https://education.alaska.gov/standards/cultural

Must Do Objectives:

Statements that document specific, essential skills and concepts which teachers are expected to teach and students are expected to acquire in a given grade level or course. These are expectations for what must be taught, not how it must be taught.

Readiness Standards:

Expected indicators of student readiness for entering each grade level or course. In other words, concepts and skills students should possess for participation in a given course and grade level. These skills are reasonable expectations, but music teachers should use professional judgement and differentiate according to the needs and abilities of individual students.

Suggested Activities:

Strategies and activities that enable teachers to help students achieve "must do objectives" and "exploration objectives."

Elementary



Grades K-5

Kindergarten

Course Overview: Kindergarten general music class provides students age-appropriate opportunities to develop individual and collective musical skills and understanding through participation, performance, discovery, and creativity.
Adopted Textbook: *Music Play Online* **Suggested Resources**: • Subscriptions: o Beth's notes o Music K-8 • Hard copies: o Gameplan o Conversational Solfege o Silver Burdett Resources o Purposeful Pathways

Ongoing Learner Goals	Students should be able to:
The following are skills that are continuously being built upon.	Recognize that music has a steady beat. Sing in tune. Utilize shared space. Experience music from various cultures. Begin to develop appropriate audience behavior.

Topic	Standard	Must Do	Suggested Activities	Exploration
Rhythm	**AKAS**: CR, PR **NCAS**: Cr1.1.Ka, Cr2.1.Ka, Cr3.1.Ka, Pr4.2.Ka	**Students will:** • Explore and experience steady beat. • Recognize musical contrasts (such as same/different). • Explore quarter note and double eighth note rhythms using iconic notation. • Demonstrate the awareness between sound and silence. • Accurately sing intervals between so and mi.	• Pat a steady beat while listening, singing, or rhythmically speaking. • Show with movement the difference between long and short sounds.	• Echo or answer rhythm patterns using quarter notes, eighth notes, and quarter rests with body percussion (pats, claps) or instruments. • Experience the difference between long and short sounds.
Melody/ Harmony	**AKAS**: PR **NCAS**: Pr4.2.Ka	**Students will:** • Demonstrate awareness of high and low pitches. • Sing simple songs. • Echo-sing short phrases in a five-note range: D4-A4. • Sing songs using call and response.	• Move hands or body up or down to show pitch.	• Speak and sing using high and low sounds.
Form/ Expressive Elements	**AKAS:** CR, RE **NCAS:** Pr4.2.Ka, Pr.4.3.Ka, Re7.2.Ka	**Students will:** • Demonstrate awareness of musical contrasts such as loud and soft sounds. • Demonstrate awareness of expressive qualities such as tempo and dynamics.	• Create movement with body or scarves to identify loud, soft, fast, and slow while listening to music.	• Show with movement the difference between fast and slow music. • Create loud and soft sounds using instruments and the voice. • Explore differences in voice quality such as whisper, speaking voice, and singing voice.
Performing	**AKAS:** PR **NCAS:** Pr5.1.Ka, Pr5.1.Kb, Pr6.1.Ka, Pr6.1.Kb	**Students will:** • Perform music alone or with others. • Perform appropriately for the audience and specific purpose.	• Perform songs with a group and alone, accompanied and unaccompanied. • Perform sound effects to a story.	• Perform music with expression and with guidance. • Apply feedback to refine performances.

Topic	Standard	Must Do	Suggested Activities	Exploration
Movement	**AKAS:** CR, RE **NCAS:** Cr1.1.Kb, Re8.1.1a, Re9.1.1a	**Students will:** • Utilize shared space. • Create movement to music. • Explore and perform locomotor and non-locomotor movements.	• Create a scattered formation with others. • Perform motions such as swinging, shaking, and stretching in place.	• Walk, jog, skip, hop, gallop, tiptoe and march through space without touching others. • Build body awareness through movement.
Connecting	**AKAS:** D.1-2 **NCAS:** Cn10.0.Ka, Cn11.0.Ka	**Students will:** • 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.	• Recognize that one's own culture creates music. • Draw a picture that conveys the mood of the music. • Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community.	• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement. • Connect songs to alphabet and letter recognition, phonemic awareness, rhyming, and sounds. • Connect to counting, patterns, meter, and repetition.
Listening/ Responding	**AKAS:** C.1, 3 **NCAS:** Cr2.1.Ka, Pr4.1.Ka, Re7.1.Ka, Re9.1.Ka	**Students will:** • Practice active listening and audience etiquette. • State personal interest in varied musical selections.	• Demonstrate appropriate audience member behavior during a concert or peer performance. • Experience a variety of vocal textures.	• Recognize different kinds of voices. • Listen to and label short musical phrases as the same or different.

Grade 1

Course Overview:
First grade general music class provides students age-appropriate opportunities to develop individual and collective musical skills and understanding through participation, performance, discovery, and creativity.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
  - Beth's notes
  - Music K-8
- Hard copies:
  - Gameplan
  - Conversational Solfege
  - Silver Burdett Resources
  - Purposeful Pathways

Readiness Standards	
The following are expected indicators of student readiness for entering 1st grade.	**Students should be able to:** • Pat steady beat while listening to music. • Speak and sing using high and low sounds. • Distinguish between loud/soft, fast/slow, long/short. • Sing songs with a group from rote. • Demonstrate walking, jogging, jumping, and gentle patting. • Know that other cultures create music.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Keep the steady beat. • Recognize high/low, loud/soft, fast/slow. • Sing in tune and match pitch. • Utilize shared space. • Experience music from various cultures. • Demonstrate appropriate audience behaviors.

Topic	Standard	Must Do	Suggested Activities	Exploration
Rhythm	**AKAS**: CR, PR **NCAS**: Cr2.1.1b, Pr4.2.1a, Cr3.1.1a, Pr4.2.1b	**Students will:** • Demonstrate steady beat. • Perform, read, notate, and identify quarter notes, quarter rests, and eighth notes. • Understand the difference between the beat and the rhythm. • Read basic rhythm patterns using iconic or standard notation.	• Pat or clap a steady beat while listening, singing or rhythmically speaking. • Use your body or sticks to show quarter and eighth note rhythms and rests. • Stomp the steady beat and clap the rhythm of the melody of a known song.	• Create, identify, and perform various rhythm patterns. • Create simple rhythmic accompaniments to perform with a song or piece of music.
Melody/ Harmony	**AKAS:** CR, PR **NCAS:** Cr1.1.1a, Pr4.2.1a	**Students will:** • Demonstrate knowledge of melodic contour and direction. • With guidance, create/ improvise limited melodic patterns. • Accurately sing intervals between so, mi, and la.	• Move hands or body to show differences of high/low or upward/downward direction. • Show direction by playing a melodic instrument.	• Create and improvise melodies with upward and downward direction. • Use a system of syllables for singing intervals (e.g. solfège or numbers). • Sing in tune within the range of D4-A4.
Form/ Expressive Elements	**AKAS:** CR, RE **NCAS:** Pr4.2.1a, Pr.4.3.1a, Re7.2.1a	**Students will:** • Demonstrate and describe music's expressive qualities (such as dynamics and tempo). • Identify how music concepts are used for a purpose.	• Use different tempos for one song and determine which works best. • Use body locomotor movement to show awareness of loud and soft in a piece, (e.g. march to loud, tiptoe to soft).	• Show same and different phrases with contrasting movements. • Show different tempos with corresponding movement.
Performing	**AKAS:** PR **NCAS:** Pr5.1.1a, Pr5.1.1b, Pr6.1.1a, Pr6.1.1b	**Students will:** • Perform music, alone or with others. • Perform appropriately for the audience and specific purpose.	• Echo-sing short phrases. • Create new words to a song and perform.	• Perform music with expression with limited guidance. • Apply feedback to refine performances.

Topic	Standard	Must Do	Suggested Activities	Exploration
Movement	**AKAS:** CR, RE **NCAS:** Cr1.1.1a, Re8.1.1a, Re9.1.1a	**Students will:** • Utilize shared space. • Explore and perform locomotor and non-locomotor movements. • Create movement to music.	• Perform in-place motions such as jumping, twisting, clapping, patting, and stretching. • Perform simple dances in circles, lines, and with partners. • Move expressively to music showing same and different phrases.	• Demonstrate walking, skipping, running, hopping, jumping, and galloping without touching others.
Connecting	**AKAS:** CO **NCAS:** Cn10.0.1a, Cn11.0.1a	**Students will:** • 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.	• Sing simple phrases in another language. • Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community. • Identify a personal experience that could form the basis of a song.	• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement. • Connect songs to alphabet and letter recognition, phonemic awareness, rhyming, cadence, and sounds. • Connect to counting, patterns, meter, and repetition.
Listening/ Responding	**AKAS:** CO **NCAS:** Cr2.1.1a, Pr4.1.1a, Re7.1.1a, Re9.1.1a	**Students will:** • Practice active listening and audience etiquette. • State personal interest in varied musical selections.	• During school performances sit calmly and listen quietly. • Classify classroom instruments by family. • Identify children and adult voices in listening examples.	• Identify singular or multiple instrument sounds. • Listen to music related to students' cultural background. • Understand the difference between pitched and unpitched instruments.

Grade 2

Course Overview:
Second grade general music class provides students age-appropriate opportunities to develop individual and collective musical skills and understanding through participation, performance, discovery, and creativity.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
  - Beth's notes
  - Music K-8
- Hard copies:
  - Gameplan
  - Conversational Solfege
  - Silver Burdett Resources
  - Purposeful Pathways

Readiness Standards	
The following are expected indicators of student readiness for entering 2nd grade.	**Students should be able to:** • Create, identify, and perform various rhythm patterns. • Create simple rhythmic accompaniments to perform with a song or piece of music. Pat or clap a steady beat while listening, singing, or rhythmically speaking. • Use your body or sticks to show quarter and eighth note rhythms and rests. • Stomp the steady beat and clap the rhythm of the melody of a known song.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Develop the ability to read music. • Sing in tune and match pitch. • Perform vocal and instrumental accompaniments. • Continue to develop solo and group movement skills. • Appreciate and experience music from various cultures. • Continue to develop appropriate concert behaviors.

Topic	Standard	Must Do	Suggested Activities	Exploration
Rhythm	**AKAS:** CR, PR **NCAS:** Cr1.1.2a, Cr2.1.2b, Cr3.1.2a, Pr4.2.2b	**Students will:** • Perform, read, notate, and identify quarter notes, quarter rests, half notes, half rests, and eighth notes. • Recognize, interpret, and improvise basic rhythm patterns by using standard notation.	• Notate rhythms using manipulatives. • Decode rhythms of halves, quarters, and eighths using notes ta, titi, and too (or tah-ah) or ta-ka-di-mi.	• Compose simple rhythm patterns to accompany a piece of music. • Clap, chant, or play rhythm patterns.
Melody/ Harmony	**AKAS:** CR, PR **NCAS:** Cr1.1.2b, Cr3.1.2a, Pr4.2.2a, Pr4.2.2b	**Students will:** • Read, perform, and improvise melodic patterns using iconic or standard notation. • Sing songs correctly using pitches that could include do, re, mi, so, and la. • Sing in tune within range D4-B4.	• Improvise or compose simple melodies using voice or classroom instruments. • Use a system of syllables for reading notation. • Understand the difference between a line and space note.	• Identify melodic movement in steps, leaps, and repeated notes. • Explore speaking, whispering, singing, and calling voices.
Form/ Expressive Elements	**AKAS:** CR, RE **NCAS:** Pr4.2.2a, Pr4.3.2a, Re7.2.2a	**Students will:** • Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. • Describe how music concepts are used to support a specific purpose in music.	• Move to the dynamics of a song in an appropriate way or to show either gradual or sudden change. • Move to the steady beat of music, changing as the beat gradually or suddenly changes tempo. • Listening to music and use manipulatives of different shapes to show the form of the music.	• Recognize musical form sections that are the same and different. • Experience simple forms of AB, ABA.

Topic	Standard	Must Do	Suggested Activities	Exploration
Performing	**AKAS:** PR **NCAS:** Pr5.1.2a, Pr5.1.2b, Pr6.1.2a, Pr6.1.2b	**Students will:** • Perform music, alone or with others. • Perform appropriately for the audience and specific purpose.	• In a small group or as an individual, sing a rote song using stated qualities. • Perform simple rhythmic, melodic, and harmonic ostinatos.	• Perform music with expression and technical accuracy. • Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
Movement	**AKAS:** CR, RE **NCAS:** Cr1.1.2a, Re8.1.2a, Re9.1.2a	**Students will:** • Perform/create locomotor and non-locomotor movements • Perform/create sequenced movements with guidance	• Add leaping and sliding to movement repertoire.	• Create 2 or 3 beat patterns to accompany a song using such actions as patting, clapping, or snapping. • Perform simple dances in circles, lines, and with partners.
Connecting	**AKAS:** CO **NCAS:** Cn10.0.2a, Cn11.0.2a	**Students will:** • 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	• Sing or perform action songs, singing games, and dances of various cultures and genres. • Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community. • Discuss personal experiences that could form the basis of songs.	• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement. • Connect songs to language skills, phonemic awareness, rhyming, cadence, and sounds. • Connect to counting, patterns, meter, and repetition.
Listening/ Responding	**AKAS:** CO **NCAS:** Cr2.1.2a, Pr4.1.2a, Re7.1.2a, Re9.1.2a	**Students will:** • Practice active listening and audience etiquette • Discuss personal interest in, knowledge about, and purpose of varied musical selections	• Identify various instrument families and voices. • Recognize two or more pitches sounding simultaneously. • Listen to examples and decide if a song has an accompaniment.	• Listen to music from various cultures and genres.

Grade 3

Course Overview:
Third grade general music class provides students age-appropriate opportunities to develop individual and collective musical skills and understanding through participation, performance, discovery, and creativity.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
  - Beth's notes
  - Music K-8
- Hard copies:
  - Gameplan
  - Conversational Solfege
  - Silver Burdett Resources
  - Purposeful Pathways

Readiness Standards	
The following are expected indicators of student readiness for entering 3rd grade.	**Students should be able to:** • Use locomotor and non-locomotor skills. • Know that music is, created, read, notated, and performed various ways around the world. • Know melodies move in steps, leaps, and repeated notes. • Sing in tune within range of C4-C5 and match pitch. • Recognize two or more pitches sounding simultaneously. • Be able to use combinations of locoustic. • Demonstrate the difference between steady beat and rhythm.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Develop the ability to read music. • Sing in tune expressively. • Perform vocal and instrumental accompaniments. • Continue to develop solo and group movement skills. • Appreciate and experience music from various cultures. • Continue to develop appropriate concert behaviors.

Topic	Standard	Must Do	Suggested Activities	Exploration
Rhythm	**AKAS:** CR, PR **NCAS:** Cr1.1.3a, Cr1.1.3b, Cr2.1.3b, Cr3.1.3a, Pr4.2.3b	**Students will:** • Demonstrate, read, notate, and identify quarter, half, whole, eighth, and dotted half, notes and rests • Recognize, improvise, and interpret basic rhythm patterns using standard notation	• Use manipulatives, such as popsicle sticks, to have students notate rhythms. • Aurally identify and perform rhythms. • Compose, notate, and perform rhythms and ostinatos in simple meters. • Reproduce written rhythms by using body percussion or classroom instruments.	• Perform, read, notate, and identify sixteenth notes. • Understand that grouping of beats is called meter. • Identify music in 2/4, 3/4, and 4/4 meter.
Melody/ Harmony	**AKAS:** CR, PR **NCAS:** Cr1.1.3a, Cr1.1.3b, Cr3.1.3a, Pr4.2.3a, Pr4.2.3b	**Students will:** • Read, perform, and improvise melodic phrases and ostinatos in treble clef using iconic and standard notation • Sing Pentatonic Songs including low So, La • Sing in tune within range C4-D5	• Play recorders reading notes on the treble staff: G, A, B, and E. • Play melodic instruments reading notes on the treble staff.	• Sing rounds and partner songs. • Begin to recognize harmonic structures in music. • Playing independent parts. • Discuss intervals including steps, skips, and leaps. • Introduce the musical alphabet. • Sing or play a melody that could include interval discussions.

Topic	Standard	Must Do	Suggested Activities	Exploration
Form/ Expressive Elements	**AKAS:** CR, RE **NCAS:** Pr4.2.3a, Pr4.3.3a, Re7.2.3a	**Students will:** • Describe how intent is conveyed through expressive qualities (such as dynamics and tempo) • Describe how a response to music can be informed by the structure and context • Recognize musical form sections that are the same and different	• Create a piece with a specific form using classroom instruments or recorders. • Create an introduction and coda to a song using classroom instruments. • Experience fermatas. • Explore ways that the timbre of an instrument affects the mood of the piece.	• Identify phrases in songs and listening examples. • Identify simple form structures of music. • Recognize and utilize various dynamic markings. • Expand knowledge of AB, ABA forms.
Performing	**AKAS:** PR **NCAS:** Pr5.1.3a, Pr5.1.3b, Pr6.1.3a, Pr6.1.3b	**Students will:** • Perform music, alone or with others • Perform appropriately for the audience and specific purpose	• Use the singing voice in creative ways to characterize a chosen text through pitch, volume, tempo, and timbre. • Sing or play ostinatos, counter–melodies, 2-part rounds, and partner songs.	• Perform music with expression and technical accuracy. • Apply teacher-provided and collaboratively developed criteria to rehearse and evaluate the effectiveness of performances.
Movement	**AKAS:** CR, RE **NCAS:** Cr1.1.3a, Pr6.1.3a	**Students will:** • Perform/create locomotor and non-locomotor movements • Perform/create sequenced movements with limited guidance	• Perform hand jives and singing games using both locomotor and non-locomotor movements.	• Experience AB and ABA form through movement. • Perform more complex dances in circles, lines, and with partners.

Topic	Standard	Must Do	Suggested Activities	Exploration
Connecting	**AKAS:** CO **NCAS:** Cn10.0.3a, Cn11.0.3a	**Students will:** • 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	• Listen, sing, move, or play instruments to Alaska Native music. • Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community. • Identify individual experiences that provide context for the musical works of others.	• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement. • Connect songs to language skills, phonemic awareness, rhyming, cadence, and sounds. • Connect to counting, patterns, meter, and repetition.
Listening/ Responding	**AKAS:** CO **NCAS:** Cr2.1.3a, Pr4.1.3a, Pr6.1.3b, Re7.1.3a, Re9.1.3a	**Students will:** • Demonstrate active listening and audience etiquette • Discuss personal interest in, knowledge about, and purpose of varied musical selections	• Identify music excerpts as solo voices or harmony with or without accompaniment. • Identify brass, woodwind, string, percussion, and voice. • Identify different vocal timbres. • Understand that three or more pitches played simultaneously make up a chord. • Identify melody vs. accompaniment.	• Listen to music of various cultures and genres. • Evaluate musical works applying established criteria.

Grade 4

Course Overview:
Fourth grade general music class provides students age-appropriate opportunities to develop individual and collective musical skills and understanding through participation, performance, discovery, and creativity.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
  - Beth's notes
  - Music K-8
- Hard copies:
  - Gameplan
  - Conversational Solfege
  - Silver Burdett Resources
  - Purposeful Pathways

Readiness Standards	
The following are expected indicators of student readiness for entering 4th grade.	**Students should be able to:** • Read, notate, perform quarter note, quarter rests, half notes, half rests, whole notes, whole rests, and eighth notes. • Understand meters of 2/4, 3/4, and 4/4. • Recognize melodic patterns of same, different, or similar. • Read standard treble clef notation. • Sing in tune within range C4-D5 and match pitch. • Perform locomotor and non-locomotor movements alone and with a group. • Know that other cultures create music.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Develop the ability to read music. • Sing in tune expressively. • Perform vocal and instrumental accompaniments. • Continue to develop solo and group movement skills. • Appreciate and experience music from various cultures. • Continue to develop appropriate concert behaviors.

Topic	Standard	Must Do	Suggested Activities	Exploration
Rhythm	**AKAS:** CR, PR **NCAS:** Cr1.1.4a, Cr1.1.4b, Cr2.1.4b, Cr3.1.4a, Pr4.2.4b	**Students will:** • Read, perform, notate, and identify quarter, half, whole, dotted half, eighth (barred/single), sixteenth, and dotted quarter notes. • Identify ¾, 4/4 and C meters. • Recognize whole, half, dotted half, quarter, and eighth rests.	• Read, write, identify, and create rhythms in a variety of meters. • Improvise rhythmic solos in a piece.	• Improvise rhythmic ideas within meter. • Experience two-part rhythms and rhythmic duets. • Identify 2/4 meter.
Melody/ Harmony	**AKAS:** CR, PR **NCAS:** Cr1.1.4a, Cr1.1.4b, Cr3.1.4a, Pr4.2.4b	**Students will:** • Read and perform melodic phrases and ostinatos using standard notation in treble clef. • Experience two-part melodic music. • Experience harmony as at least two notes happening simultaneously. • Distinguish between major and minor tonalities. • Introduce the musical alphabet. • Sing The Alaska Flag Song and The Star-Spangled Banner.	• Identify a simple known song by its notation. • Name notes when presented. • Read notes to play a simple melody. • Create melodies using instruments or singing. • Add counter-melodies, ostinatos, or I and V chords to a song. • Demonstrate the ability to sing so1, la1, do, re, mi, fa, so, la, ti, and do1. Experience major and minor tonalities and their effect on mood.	• Improvise melodic phrases and ostinatos using standard notation in treble clef. • Play and improvise harmonic ideas to a melody. • Sing in tune within range B3 to Eb5. • Sing and play partner songs and canons. • Sing songs in harmony. • Discuss intervals including steps, skips, and leaps. •

Topic	Standard	Must Do	Suggested Activities	Exploration
Form/ Expressive Elements	**AKAS:** CR, RE **NCAS:** Pr4.2.4a, Pr4.3.4a, Re7.2.4a	**Students will:** • Identify phrases in songs and listening examples. • Identify simple form structures of music.	• Describe how texture affects mood of a piece. • Compose simple ABA melodies or rhythms.	• Explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). • Explain how responses to music are informed by the structure and context. • Add, label, and perform tempo markings and dynamics to music, readings, or dramatizations to reflect emotion.
Performing	**AKAS:** PR **NCAS:** Pr5.1.4a, Pr5.1.4b, Pr6.1.4a, Pr6.1.4b	**Students will:** • Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. • Perform appropriately for the audience and specific purpose.	• Perform 2 or 3-part music on a variety of classroom instruments. • Small group or in-class performance opportunities. •	• Apply teacher-provided and collaboratively developed criteria to rehearse and evaluate the accuracy and expressiveness of performances
Movement	**AKAS:** CR, RE **NCAS:** Cr1.1.4a, Pr6.1.4a	**Students will:** • Perform/ create locomotor and non-locomotor movements. • Perform/ create sequenced movements.	• Create and perform movement ostinato. • Respond to rondo form through movement. • Learn a dance or movement activity from a different culture or geographical area.	• Perform dances in lines, circles, concentric circles, and with partners • Perform locomotor and non-locomotor movements with the addition of weight transference and contrary motion

Topic	Standard	Must Do	Suggested Activities	Exploration
Connecting	**AKAS:** CO **NCAS:** Cn10.0.5a, Cn11.0.5a	**Students will:** • 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.	• Listen, sing, move, and/or play instruments to music from other cultures. • Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community. • Discuss personal experiences that provide context for the musical works of others.	• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement • Investigate careers in music • Students will explore band and orchestra instruments for future middle school ensemble opportunities
Listening/ Responding	**AKAS:** CO **NCAS:** Cr2.1.5a, Pr4.1.5a, Pr6.1.5b, Re7.1.5a, Re9.1.5a	**Students will:** • Model active listening and audience etiquette. • Discuss personal interest in, knowledge about, and purpose of varied musical selections.	• Experience major and minor tonalities and their effect on mood. • Identify the four instrument families and the instruments within each, including world instruments and different ensembles. • Identify melody vs harmony; countermelodies.	• Listen to music of various cultures and genres • Evaluate musical works applying established criteria • Articulate feedback using descriptive language and musical vocabulary

Grade 5

Course Overview:
Fifth grade general music class provides students age-appropriate opportunities to develop individual and collective musical skills and understanding through participation, performance, discovery, and creativity.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
  - Beth's notes
  - Music K-8
- Hard copies:
  - Gameplan
  - Conversational Solfege
  - Silver Burdett Resources
  - Purposeful Pathways

Readiness Standards	
The following are expected indicators of student readiness for entering 5th grade.	**Students should be able to:** • Understand rhythmic notations. • Understand treble clef notation. • Understand tempo and dynamic markings. • Sing in tune within range B3-Eb5 and match pitch. • Sing songs in two parts. • Demonstrate more complex movements in a group. • Understand melodic contour. • Identify simple music forms and sections. • Identify instrumental and vocal sounds. • Know that other cultures create music.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Develop the ability to read music. • Sing in tune expressively. • Perform vocal and instrumental accompaniments. • Continue to develop solo and group movement skills. • Appreciate and experience music from various cultures. • Continue to develop appropriate concert behaviors.

Topic	Standard	Must Do	Suggested Activities	Exploration
Rhythm	**AKAS:** CR, PR **NCAS:** Cr1.1.5a, Cr1.1.5b, Cr2.1.5b, Cr3.1.5a, Pr4.2.5b	**Students will:** • Read, perform, notate, and identify quarter, half, whole, dotted half, eighth (barred/single), sixteenth, and dotted quarter notes. • Recognize whole, half, dotted half, quarter, and eighth rests. • Identify 2/4, ¾, 4/4, and C meters.	• Read and aurally identify rhythms and meter. • Compose short rhythm patterns and improvise rhythmic answers. Take rhythmic dictation, writing down aural rhythms into correct notation.	• Explore syncopation. • Exposure to dotted eighth notes and eighth/sixteenth combinations. • Improvise rhythmic ideas within meter. • Recognize sixteenth rests. • Exposure to 6/8 meter. • Exposure to 5/4 meter. •
Melody/ Harmony	**AKAS:** CR, PR **NCAS:** Cr1.1.5a, Cr1.1.5b, Cr3.1.5a, Pr4.2.5b	**Students will:** • Read and demonstrate melodic phrases and ostinatos in major and minor tonalities using standard notation in treble clef. • Distinguish between major and minor tonalities. • Sing songs using full major and minor tonalities. • Recognize and use the musical alphabet. • Sing The Alaska Flag Song and The Star-Spangled Banner. • Sing or play pieces with two or three independent parts.	• Aurally identify musical pieces and songs in minor tonality. • Improvise and compose minor phrases vocally or on classroom instruments. • Label the notes on a grand staff, which includes treble and bass clef. • Play accompaniments using I, IV, and V chords. • Play and/or sing songs with countermelodies.	• Improvise harmonic ideas and patterns to a melody. • Use and create counter melodies to a song. • Improvise melodic phrases and ostinatos in major and minor tonalities using standard notation in treble clef. • Sing in tune within a range of B3-Eb5. • Discuss intervals including unison, 2nd, 3rd, 4th, 5th, 6th, 7th, and octave.
Form/ Expressive Elements	**AKAS:** CR, RE **NCAS:** Pr4.2.4a, Pr4.3.4a, Re7.2.4a	**Students will:** • Understand theme and variation. • Understand changing dynamic and tempo markings. • Understand and identify rondo form.	• Aurally identify theme and variation form. • Compose and perform a sound piece using theme and variation form.	• Identify musical road-map markings such as: coda, D.S., first and second endings, D.C. al fine. • Experience 12-bar blues form with opportunities to improvise.

Topic	Standard	Must Do	Suggested Activities	Exploration
Performing	**AKAS:** PR **NCAS:** Pr5.1.5a, Pr5.1.5b, Pr6.1.5a, Pr6.1.5b	**Students will:** • Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. • Perform appropriately for an audience and specific purpose.	• Perform three and four-part rounds with accompaniment.	• Apply teacher-provided and established criteria to rehearse and evaluate the accuracy and expressiveness of performances.
Movement	**AKAS:** CR, RE **NCAS:** Cr1.1.5a, Pr6.1.5a	**Students will:** • Perform/ create sequenced movements with others. • Perform/ create locomotor and non-locomotor movements.	• Create movements to reflect musical form. •	• Perform dances in lines, circles, concentric circles, and with partners. • Experience dances from various cultures. Perform locomotor and non-locomotor movements with the addition of weight transference and contrary motion.
Connecting	**AKAS:** CO **NCAS:** Cn10.0.5a, Cn11.0.5a	**Students will:** • Students will explore band and orchestra instruments for future middle school ensemble opportunities. • 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.	• Listen, sing, move, and/or play instruments to music from other cultures. • Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community. Discuss individual experiences and other influences that provide context for the musical work of others.	• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement. • Investigate careers in music. •

Topic	Standard	Must Do	Suggested Activities	Exploration
Listening/ Responding	**AKAS:** CO **NCAS:** Cr2.1.5a, Pr4.1.5a, Pr6.1.5b, Re7.1.5a, Re9.1.5a	**Students will:** • Model active listening and audience etiquette. • Discuss personal interest in, knowledge about, and purpose of varied musical selections.	• Identify specific instruments or voice classifications, including changed/unchanged voices by listening. •	• Listen to music of various cultures and genres. • Evaluate musical works applying established criteria. • Articulate feedback using descriptive language and musical vocabulary. • Aurally identify instruments of band and orchestra ensembles.

Elementary Ensemble

Course Overview:
Elementary Ensemble is designed to offer ensemble opportunities. This could include, but is not limited to: band, choir, orchestra, guitar ensemble, handbell choir, recorder ensemble, ukulele ensemble, new music ensemble, percussion ensemble, etc. Students will perform music with emphasis on notation reading or rote learning, according to what is most appropriate for the ensemble. This is a progressive skills class which may be repeated for credit.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
  - Beth's notes
  - Music K-8
- Hard copies:
  - Gameplan
  - Conversational Solfege
  - Silver Burdett Resources
  - Purposeful Pathways

Readiness Standards	
The following are expected indicators of student readiness for entering each grade level.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals (preferred, but not required).
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Course Descriptions

Alternate Style	
Beginning Guitar:	
Grade(s): 4-5 **Length:** One quarter, one semester, or one year (designed to be flexible) **Prerequisite:** None	**Course Overview:** In *Beginning Guitar*, students will be introduced to beginning techniques of playing the guitar. These techniques may include reading chord frames, standard notation, or TAB. Strumming and picking techniques will be explored.
Elementary Keyboard:	
Grade(s): 4-5 **Length:** One semester **Prerequisite:** Teacher recommendation	**Course Overview:** In *Elementary Keyboard*, students will be introduced to the piano or electronic keyboard, and the basics of standard music notation and technique. Recommended contact time is 60 minutes per week.
Handbell Choir:	
Grade(s): 4-5 **Length:** One semester **Prerequisite:** Teacher recommendation	**Course Overview:** *Handbell Choir* is offered to all students who wish to learn to play handbells in an ensemble setting. This course is recommended for students who read music and/or have some performance experience.
World Music:	
Grade(s): 4-5 **Length:** One quarter or one semester **Prerequisite:** None	**Course Overview:** *World Music* is open to students at all levels of music experience. Students will spend time on multicultural music and music fundamentals. *World Music* will focus on teaching music the way it is taught in many countries around the world - as an aural tradition passed down from generation to generation.

Modern Band:	
Grade(s): 4-5 **Length:** One quarter, one semester, or one year (designed to be flexible) **Prerequisite:** None	**Course Overview:** *Modern Band* gives students the opportunity and resources to explore popular musical styles in an authentic, real-world learning environment through faculty facilitators, peer mentors, and self-teaching. Students who take modern band learn the basics of rock band instruments such as drums, bass, guitar, keyboard, as well as new instruments and programs which fall under music technology and production. Performance opportunities for modern band students happen frequently throughout the duration of the class and are comprised of cover songs as well as originals written in class.

Band	
Band:	
Grade(s): 4-5 **Length:** Two semesters **Prerequisite:** None	**Course Overview:** *Band* is open to any student without previous music experience, or to those with less than one year of experience. The instruments taught are those normally found in band class. Recommended minimum contact time is 90 minutes per week during the school day.
Jazz Band:	
Grade(s): 4-5 **Length:** Two semesters **Prerequisite:** Audition or teacher recommendation	**Course Overview:** *Jazz Band* will give students an opportunity to experience different styles of music literature and the creative process unique to jazz. Students will be required to be enrolled in band or orchestra, unless they play instruments not commonly found in these ensembles, or with the permission of the instructor. Recommended minimum contact time is 60 minutes per week.

Choir	
Grade(s): 3-5 **Length:** Two semesters **Prerequisite:** None	**Course Overview:** *Choir* offers instruction in vocal technique and is open to all students. The development of correct posture and technique is stressed, and there are opportunities for ensemble singing as students become ready. Performance opportunities may be made available for various audiences as described in the course syllabus.

Orchestra	
Grade(s): 4-5 **Length:** Two semesters **Prerequisite:** None	**Course Overview:** *Orchestra* offers instruction in violin, viola, cello, and string bass technique and is open to any student. The development of correct posture and technique will be stressed, and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences. Recommended minimum contact time is 90 minutes per week, during the school day.

Topic	Standard	Must Do	Suggested Activities	Vocabulary
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will:** • Properly assemble and disassemble the instruments/ equipment. • Demonstrate proper care of the instrument/ equipment including cleaning, proper carrying technique while the instrument is assembled, and proper storage.	• Use poster size pictures of instruments with labels and descriptions of instruments. • Instrument demonstrations. • Model appropriate playing and care of instrument.	• Mouthpiece • Water key • Reed • Swab • String names • Neck • Tuning pegs • Fine tuners • Shoulder rest • Vocal care • Soprano, alto, tenor, and bass
Posture	**AKAS:** PR **NCAS:** PR	**Students will:** • Develop total body posture and instrument position for optimal sound production and technique.	• Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.	• Embouchure • Parts of the bow and proper bow hold • Fingering • Posture • Position • Identify left hand and right hand
Technique	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will:** • Use proper warm-up techniques. • Learn breath support techniques. • Develop proper articulation techniques for the beginning and ending of notes. • Develop fine motor skills.	• Play with a metronome. • Use tape on string instruments for proper finger placement on strings. • Breathing exercises.	• Diaphragm • Articulation • Tonguing • Up bow and down bow • Arco and pizzicato • Diction • Consonants and vowel

Topic	Standard	Must Do	Suggested Activities	Vocabulary
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will:** • Develop awareness of tone quality. • Develop sounds demonstrating the characteristic tone quality of the instrument. • Develop exercises to improve tone quality.	• Long tones. • Invite instrument specialists to demonstrate proper tone. • Breathing exercises.	• Breath support • Resonance • Tone • Vowel shape • Bow speed • Parallel
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will:** • Develop the ability to match pitch and intonation. • Develop the ability to self-correct. • Develop awareness of pitch direction and intervals. • Ensemble awareness through active listening. • Introduce the concept of internalizing the beat.	• Rhythmic dictation. • Internalization of pitch (listen, sing, and play). • Play/sing simple songs by rote. • Echo playing. •	• Active listening • Intonation • Blend • Audiate • High and low • Pitch • Interval • Flat and sharp • Accidentals
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will:** • Read and play music using a system for notating music appropriate for age/skill level of the ensemble. • Understand and identify cues and markings such as dynamics, tempo, form, style.	• Scale exercises and worksheets. • Note name Mad Minutes. • Note bingo. • Range builders.	• Tracking • Measure • Note names • p, mp, mf, f • Andante • Allegro • Up bow and down bow markings • Crescendo and decrescendo • Key signature • Treble clef • Repeat sign

Topic	Standard	Must Do	Suggested Activities	Vocabulary
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will:** • Count and perform rhythm patterns, combining various notes and rests appropriate for the age/skill level of the ensemble, with a steady beat. • Introduce various time signatures and meters. • Develop the ability to track the beat visually on written music.	• Scales on new rhythms and articulations. • Rhythm flashcards. • Daily Rhythm activity. • Rhythm dictation. •	• Steady beat • Time signature • Meter • Notehead • Stem • Rhythm • Subdivision Ties
Sight Reading & Improvisation	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will:** • Develop the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate	• Improvise call and responses. • Trading twos or fours. • Weekly sight reading.	• Score study • Improvisation • Part independence
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will:** • Demonstrate proper playing and resting positions. • Position stand and body to be able to watch the conductor/leader, when applicable. • Stop, start, watch, and listen by following the conductor. • Understand appropriate concert etiquette as an audience member and a performer. • Perform using musical expression, including but not limited to: dynamics, tempo, style, articulation, and phrasing. • Understand one's role in the ensemble and performance. • Develop participation and preparedness skills. • Be respectful of time.	• Student conductors. • Include concert etiquette notes in concert programs. • Performance reports. • Discuss independent practice techniques.	• Rest position • Playing position • Ictus • Cutoff • Cues • Audience behavior • Performer behavior • Ensemble awareness • Balance • Choreography

Topic	Standard	Must Do	Suggested Activities	Vocabulary
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will:** • Listen and discuss music of various cultures and genres. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Articulate feedback using descriptive language and musical vocabulary.	• Play or listen to ensemble music from various cultures. • Discuss individual experiences and other influences that provide context for the musical work of others. • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Investigate careers in music. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	• Score study • Repertoire • Active listening • Harmonic progression • Context

Middle School



Grades 6-8

Middle School Ensemble

Grade(s): 6-8 **Length**: One semester **Prerequisite(s)**: Teacher recommendation	**Course Overview**: *Middle School Ensemble* is designed to offer ensemble opportunities that do not fit in the category of band, orchestra, or choir. This could include, but is not limited to: guitar ensemble, handbell choir, recorder ensemble, ukulele ensemble, new music ensemble, percussion ensemble, symphonic orchestra, honor band, honor choir, honor orchestra, etc. Students will perform music with emphasis on notation reading or rote learning, according to what is most appropriate for the ensemble. This is a progressive skills class which may be repeated for credit. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Course Descriptions

Beginning Guitar:	
Grade(s): 6-8 **Length:** One semester **Prerequisite:** None	**Course Overview:** In *Beginning Guitar*, students will be introduced to beginning techniques of playing the guitar. These techniques may include: reading chord frames, standard notation, or TAB. Strumming and picking techniques will be explored.
Intermediate Guitar:	
Grade(s): 6-8 **Length:** One semester **Prerequisite:** *Beginning Guitar* or teacher recommendation	**Course Overview:** *Intermediate Guitar* is a progressive skills class designed for the students who wish to continue learning to read and play music on the guitar.
Handbell Choir:	
Grade(s): 6-8 **Length:** One semester **Prerequisite:** None	**Course Overview:** *Handbell Choir* is offered to all students who wish to learn to play handbells in an ensemble setting. This course is recommended for students who read music and/or have some performance experience.
Keyboard:	
Grade(s): 6-8 **Length:** One semester **Prerequisite:** None	**Course Overview:** In *Keyboard*, students will be introduced to the piano or electronic keyboard, and the basics of standard music notation and technique. Recommended contact time is 60 minutes per week.
Steel Pan:	
Grade(s): 6-8 **Length:** One semester **Prerequisite:** None	**Course Overview:** *Steel Pan Ensemble* is designed for the beginning student who wishes to learn how to play instruments in a steel drum ensemble. Students will spend time on scales, solo and ensemble literature, and appropriate level music written for the steel drum ensemble. This is a progressive skills class.
World Music:	
Grade(s): 6-8 **Length:** One semester **Prerequisite:** None	**Course Overview:** *World Music* is open to students at all levels of music experience. They will spend time on multicultural music and music fundamentals. This course will focus on teaching music the way it is taught in many countries around the world - as an aural tradition passed down from generation to generation.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Properly assemble and disassemble the applicable instruments/equipment. • Demonstrate proper care of the instrument/equipment including cleaning, proper carrying technique while the instrument is assembled, and proper storage.	• Mouthpiece • Water key • Reed • Swab • String names • Neck • Tuning pegs • Fine tuners • Shoulder rest • Vocal care • Soprano, alto, tenor, bass	• Use poster size pictures of instruments with labels and descriptions of instruments. • Instrument demonstrations. • Model appropriate playing and care of instrument.
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Develop total body posture and instrument position for optimal sound production and technique.	• Embouchure • Parts of the bow and proper bow hold • Fingering • Posture • Position • Identify left hand and right hand	• Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.
Technique	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Use proper warm-up techniques. • Learn breath support techniques. • Develop proper articulation techniques for the beginning and ending of notes. • Develop fine motor skills.	• Diaphragm • Articulation • Tonguing • Up bow and down bow • Arco and pizzicato • Diction • Consonants and vowel	

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Develop awareness of tone quality. • Develop sounds demonstrating the characteristic tone quality of the instrument. • Develop exercises to improve tone quality.	• Breath support • Resonance • Tone • Vowel shape • Bow speed • Parallel	• Long tones • Invite instrument specialists to demonstrate proper tone. • Breathing exercises
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will**: • Develop the ability to match pitch and intonation. • Develop the ability to self-correct. • Develop awareness of pitch direction and intervals. • Ensemble awareness through active listening. • Introduce the concept of internalizing the beat. • Experience various styles of music other than current popular trends through listening in the classroom and/or attending live performances.	• Active listening • Intonation • Blend • Audiate • High and low • Pitch • Interval • Flat and sharp • Accidentals	• Rhythmic dictation • Internalization of pitch (listen, sing, play). • Play/sing simple songs by rote.
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Read and play music using a system for notating music, appropriate for age/skill level of the ensemble (when applicable). • Understand and identify cues or markings used to convey the intent of the music (such as dynamics, tempo, form, style).	• Tracking • Measure • Note names • p, mp, mf, f • Andante • allegro • Up bow and down bow markings • Crescendo and decrescendo • Key signature • Treble clef • Repeat sign	• Scale exercises and worksheets. • Note name Mad minutes • Note bingo • Range builders

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Read and play music using a system for notating music, appropriate for age/skill level of the ensemble (when applicable). • Understand and identify cues or markings used to convey the intent of the music (such as dynamics, tempo, form, style).	• Steady beat • Time signature • Meter • Notehead • Stem • Rhythm • Subdivision • Ties	• Scales on new rhythms and articulation.
Sight Reading and Improvisation	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Develop the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate.	• Score study • Improvisation • Part independence	• Improvise call and responses. • Trading twos or fours. • Weekly sight reading.
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Demonstrate proper playing and resting positions. • Position stand and body to be able to watch the conductor/leader when applicable. • Stop playing, watch and listen when the conductor/leader stops the ensemble. • Understand appropriate concert etiquette as an audience member and a performer • Produce sounds demonstrating the characteristic tone quality of the instrument/equipment. • Demonstrate increased awareness of ways to improve tone production. • Perform using musical expression, including but not limited to: dynamics, tempo, style, articulation, and phrasing.	• Rest position • Playing position • Ictus • Cutoff • Cues • Audience behavior • Performer behavior • Ensemble awareness • Balance • Choreography	

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Listen and discuss music of various cultures and genres. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Articulate feedback using descriptive language and musical vocabulary.	• Score study • Repertoire • Active listening • Harmonic progression • Context	

Middle School Band

Beginning Band

Grade(s): 6-8 **Length**: Two semesters **Prerequisite(s)**: None	**Course Overview**: *Beginning Band* is open to any student without previous music experience, or to those with less than one year of experience. The instruments taught are those normally found in band class. This is a progressive skills class which may be repeated for credit. Recommended minimum contact time is 90 minutes per week during the school day. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Follow the instructor's directions.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Expand knowledge of music history and cultural differences in music. • Use musical instruments with proper care. • Be exposed to a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Develop skills needed to perform instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Demonstrate proper care of the instrument, including: cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Identify parts of the instrument by their proper names. • Properly assemble and disassemble the instrument. **<u>Woodwind Instruments</u>** **Students will**: • Care for reeds properly. • Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use. **<u>Brass Instruments</u>** • Lubricant removal/application. • Water removal.	• Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key	• Instrument demonstrations. • Instrument care day. • Place posters of instruments around room. • Instruction for cork grease application. • Instruction for slide grease/oil application. • Instruction for valve oil application.
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Develop playing posture: total body, arm, hand, wrist, and finger position. • Position chair, stand, and body to be able to watch the conductor at all times. **<u>Woodwind & Brass Instruments</u>** • Properly support the instrument while sitting or standing to play. • Proper neck-strap adjustment when applicable.	• Embouchure • Posture • Position	• Teacher demonstrations. • Compare good and bad position.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture continued…		**<u>Percussion Instruments</u>** **Students will**: • Use proper grip/playing position for snare drum, bass drum, mallet percussion instruments, suspended cymbal, triangle, wood block, sleigh bells, tambourine, maracas, and claves.		
Playing Technique: Woodwind & Brass	**AKAS:** PR **NCAS:** PR	**Students will**: • Develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs. **<u>Woodwind Instruments</u>** • Reed instruments: tongue the tip of the reed. • Flutes: tongue behind the top teeth. • Steady, consistent tone. **<u>Brass Instruments</u>** Develop ability to tongue and use slurs. Changing partials. Buzzing consistent tone. Trombone: Introduce legato tonguing for slurs.	• Breath support • Embouchure • Aperture • Articulation • Taper • Tonguing • Double tonguing	• Rubank method. • Mouthpiece playing such as sirens and simple songs. • Call and response using specific articulations.
Playing Technique: Percussion	**AKAS:** PR **NCAS:** PR	**<u>Snare Drum</u>** **Students will develop the ability to**: • Identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, single stroke, multiple bounce stroke, high sticks (accent), low sticks. • Play steady beat. • Play on the rim and rim-shots.	• Counting • Single stroke • Double stroke • Bounce stroke • Roll • Paradiddle • Flam • Flam tap • Rudiments	• 40 essential rudiments. • Teacher demonstrations. • Playing with a metronome. • Lap playing. • Call and response. • Touch playing bells.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Percussion continued…		**<u>Bass Drum, Cymbals, & Auxiliary Percussion</u>** **Students will develop the ability to**: • Play with proper technique, to include muting with opposite hand or knee. • Play rolls on timpani, suspended cymbal, and triangle from open to closed to open. **<u>Mallet Percussion</u>** **Students will develop the ability to**: • Alternate hands/sticking. Play indicated scales.	• High stroke • Low stroke • Accent • Attack • Sustain • Mute • Dampen • Choke	
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Develop sounds demonstrating the characteristic tone quality of the instrument. • Develop awareness of ways to improve tone production. • Develop embouchure and tonguing techniques (proper cheek, mouth, and mouthpiece position). • Develop the ability to produce a steady airstream. **<u>Woodwind & Brass Instruments</u>** **Students will develop the ability to**: • Use proper breathing techniques and breath support. • Produce evenly sustained straight tones using a good embouchure.	• Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness	• Long tones. • Long note championship. • Invite instrument specialists into the classroom to demonstrate proper tone. • Call and response on instruments. • Breathing exercises, such as breathing gym. • Comparing airstream to a hose, sprinkler, or balloon.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
		<u>Percussion Instruments</u> **Students will develop the ability to**: • Produce characteristic single stroke, double stroke, and multiple bounce strokes. • Produce an even sound with both hands while playing appropriate level rudiments. • Demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument.		
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will**: • Develop ability to: o identify and utilize the tuning mechanisms of the instrument. o sing given pitch. o play and tune instrument to a given pitch, from an electronic tuner or another instrument. o identify highness and lowness of pitch. • Identify, define, and use correct phrasing techniques. • Balance within the section and the total ensemble. • Play indicated dynamics. • Identify, define, and use correct phrasing techniques. • Balance within the section and the total ensemble. • Play indicated dynamics. • Develop knowledge of various styles of music other than current popular trends through listening in the classroom.	• Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression	• Use of a tuner. • Play scales in a round. • Internalization of the pitch (listen, sing, play). • Theta Music Trainer • Dynamics during warm-ups. • Pencil in breath marks as needed in music. • Play familiar, simple tunes by ear. • Sound pyramid.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training continued…		• Begin to develop the ability to recognize contrasting and similar sections in a piece. **<u>Woodwind & Brass Instruments</u>** **Students will**: • Develop ability to improve intonation by making appropriate adjustments to embouchure, posture, breath support, and the instrument		
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Name and play the notes on their instruments aligned with the pitch ranges below, as learned in their method book. • Interpret fingering charts for their instrument. • Identify and play sharp, flat, and natural signs. • Identify and play scales, exercises, and pieces in the keys of concert Bb and Eb major. • Draw the notes, rests, and musical symbols previously introduced. • Write the previously mentioned key signatures and related scales. • Complete a given melody by filling in the missing notes. • Compose an ending to a given melody. **<u>Woodwind & Brass Instruments</u>** **Students will**: • Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument.	• Tracking • Fingering chart • Scale • Flat, sharp, natural sign • Major and minor • Pitch range	• Scale exercises. • Mad minutes (note naming). • Flute: a4 to g5 (a’ - g”) • Oboe: a4 to g5 (a’ - g”) • Bassoon: g2 to g3 (g - g) • Clarinet: b3 to a4 (b - a’) • Alto saxophone: f#4 to e5 (f# - e”) • Tenor saxophone: a4 to a5 (a’ - a”) • Cornet or trumpet: b3 to a4 (b’ - a”) • Horn: d4 to d5 (d’ - d”) • Trombone or baritone/euphonium: a2 to g3 (a - g) • Tuba: a1 to g2 (c - g) • Reverse mad minutes. • Rhythm dictation.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will develop the ability to**: • Count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, sixteenth, and dotted half. • Define and perform in 4/4, 3/4, 2/4, and 6/8 meters. • Perform rhythm patterns incorporating fermatas, ties, and anacrusis. • Introduce the concept of internalizing the beat. • Define and demonstrate knowledge of these various symbols as they occur in the music: repeat sign, solo/soli/tutti/divisi/unison, accent, tenuto, staccato, marcato, fermata, double bar line, bar lines, measures, multiple measure rests, first and second endings, and D.C. al fine. • Identify and define the following dynamic markings: p, mp, mf, f, and the symbols for crescendo and decrescendo.	• Steady beat • Accuracy • Beat division • Beat subdivision • Time signature • Meter • Beam • Notehead • Stem	• Daily rhythm activity. • Replicate the conducting patterns 4/4, 3/4, 2/4, and 6/8 meters. • Rhythm flash cards.
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Introduce sight reading skills including awareness of: o key signature, o time signature, o rhythm, o tempo markings, and o accidentals.	• Score study	• Weekly sight reading.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Understand and follow the conductor's right and left hand conducting patterns and gestures. • Stop playing, watch and listen when the conductor stops the ensemble. • Understand appropriate concert etiquette as an audience member and a performer. • Develop appropriate practice techniques. • Develop and utilize appropriate warm-up techniques. • Develop appropriate resting position and playing position.	• Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness	• Practice sheets. • Teacher demonstrations. • Silent rehearsals. • Replicate the conducting patterns 4/4, 3/4, 2/4 meters.
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • 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. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary.	• Context • Repertoire • Music literature	• Performance reports. • Play recordings of standard band repertoire. • Attend and evaluate live performances.

Intermediate Band

Grade(s): 6-8 **Length**: Two semesters **Prerequisite(s)**: Audition or teacher recommendation and at least one year of experience playing requested instrument.	**Course Overview**: *Intermediate Band* is designed for those students who are not ready for the advanced class, but are past the beginning stage. The class will spend time on technical exercises as well as appropriate level literature to prepare students for the next level of instruction. This is a progressive skills class which may be repeated for credit. Recommended minimum contact time is 90 minutes per week during the school day. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Demonstrate ability to play with appropriate position and posture. • Follow the instructor's directions. • Perform basic music fundamentals taught in *Beginning Band*. • Demonstrate knowledge of proper care and assembly of instrument.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Use musical instruments with proper care. • Be exposed to a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Expand knowledge of music history and cultural differences in music. • Develop skills needed to perform instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue to demonstrate proper care of the instrument, including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Properly assemble and disassemble the instrument. • Identify parts of instrument by their proper names. **<u>Woodwind Instruments</u>** **Students will:** • Care for reeds properly. • Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use. **<u>Brass Instruments</u>** **Students will:** • Develop multiple tuning slide techniques. • Lubricant removal and application. • Water removal.	• Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key	• Instrument demonstrations • Instrument care day. • Place posters of instruments around room. • Instruction for cork grease application. • Instruction for slide grease/oil application. • Instruction for valve oil application. • Students assist in deep-cleaning instruments at the end of the year.
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Continue development of proper playing posture: total body, arm, hand, wrist, and finger position. • Position chair, stand, and body to be able to watch the conductor at all times within a section.	• Embouchure • Posture • Position	• Teacher demonstrations

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture continued…		**<u>Woodwind & Brass Instruments</u>** **Students will:** • Continue to properly support the instrument while sitting or standing to play. • Proper neck-strap adjustment when applicable. **<u>Percussion Instruments</u>** **Students will:** • Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments.		
Playing Technique: Woodwind & Brass	**AKAS:** PR **NCAS:** PR	**Students will**: • Continue to develop proper tonguing and breathing techniques in the attack and release of standard articulation, legato/tenuto, staccato, accents, and slurs. • Continue to expand instrument playing range. **<u>Woodwind</u>** **Students will:** • Continue to develop good tonguing and airstream techniques. • Introduce octave embouchure change for high and low notes for flute players. • Reinforce going over the break for clarinets. **<u>Brass</u>** **Students will:** • Continue to develop ability to use slurs on melodic phrases and consecutive partials (lip slurs).	• Breath support • Embouchure • Aperture • Articulation • Taper • Tonguing • Double tonguing	• Rubank method • Mouthpiece playing (sirens and simple songs). • Call and response using specific articulations.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Woodwind & Brass continued…		**<u>Trombone</u>** **Students will:** • Continue to develop proper slur technique with slide and tongue.		
Playing Technique: Percussion	**AKAS:** PR **NCAS:** PR	**<u>Snare Drum</u>** **Students will develop the ability to**: • Identify and play the following skills: single paradiddle, flam, flam tap, flam accent, flam paradiddle, single stroke, multiple bounce stroke, five-stroke roll, nine-stroke roll, seventeen-stroke roll, single drag/ruff, high sticks (accent), low sticks, and lead hands (both hands). • Play on the rim and rim-shots. • Play with snares off. • Make appropriate decisions on hand/sticking choice. **<u>Bass Drum, Cymbals, & Auxiliary Percussion</u>** **Students will develop the ability to:** • Play with proper technique (to include muting with opposite hand or knee for bass drum). • Play rolls on timpani, suspended cymbal, and triangle. **<u>Mallet Percussion</u>** **Students will develop the ability to:** • Play indicated scales. • Make appropriate decisions on hand/sticking choice.	• Counting • Single stroke • Double stroke • Bounce stroke • Roll • Paradiddle • Flam • Flam tap • Rudiments • High stroke • Low stroke • Accent • Attack • Sustain • Mute • Dampen • Choke	• Lap playing • Call and response • Playing with a metronome. • Rubank method • 40 essential rudiments • Hand and wrist checklist

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue development of sounds demonstrating the characteristic tone quality of the instrument. • Continue to develop awareness of ways to improve tone production. • Continue to improve steady airstream. **<u>Woodwind and Brass Instruments</u>** **Students will develop the ability to:** • Use proper breathing techniques, embouchure, and use of tongue. • Produce evenly sustained straight tones using an appropriate embouchure. **<u>Percussion</u>** **Students will continue to develop the ability to:** • Produce characteristic single stroke, double stroke, and multiple bounce strokes. • Produce an even sound with both hands while playing appropriate level rudiments. • Demonstrate awareness of variations in sound which result from using different beaters, mallets, and sticks. • Demonstrate awareness of variation in sound produced by striking different areas of a given instrument. • Make appropriate mallet choice according to the needs of the specific instrument and piece.	• Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness	• Long tones • Long note championship • Invite instrument specialists into the classroom to demonstrate proper tone. • Recognize the connection between playing posture and tone production.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will continue to develop**: • The ability to identify and utilize the tuning mechanisms of the instrument to tune instrument to a given pitch, electronic tuner, or other instrument. • The ability to sing given pitch. • Match pitch on instrument. • The ability to identify highness and lowness of pitch. • The ability to identify, define, and use correct phrasing techniques. • The ability to balance within the section and within the total ensemble. • The ability to play indicated dynamics. • The knowledge of various styles of music, other than current popular trends, through listening in the classroom and attending live performances. • The ability to listen critically to music and discuss what they hear using musical vocabulary. **<u>Woodwind & Brass Instruments</u>** **Students will:** • Continue to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument.	• Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression	• Play familiar, simple tunes by ear. • Play scales with dynamics and balance. • Sound Pyramid • Use of a tuner • Internalization of the pitch (listen, sing, play). • Play scales in a round. • Call and response. • Theta Music Trainer • Performance reports • Play recordings of standard band repertoire. o Form mapping exercises o Melodic contouring exercises o Creative listening

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Name and play the notes on their instruments aligned with the pitch ranges below, as learned in their method book and repertoire. • Introduce an understanding of instrument transpositions and the difference between concert and written pitch. • Identify and play sharp, flat, and natural signs. • Identify and play scales in the keys of concert C, F, Bb, Eb, Ab, and G major. • Memorize Eb, Bb, F, and C major scales. • Play a one octave chromatic scale. • Continue to define and demonstrate knowledge of various signs and terms as introduced in Beginning Band. • Demonstrate knowledge of various signs and terms, including: articulations, double bar line, right-facing repeat, first and second endings, staccato, legato/tenuto, accent, D.C. al fine, D.S. al fine, and one measure repeat sign. • Learn the circle of fifths and how to use it to identify major and minor keys. • Define the following dynamic markings: pp, p, mp, mf, f, ff, fp, first and second time dynamics (ex: mp-f), and the symbols for crescendo and decrescendo. • Identify key signatures mentioned in Musical Literacy section. • Identify and demonstrate knowledge of time signatures mentioned in Rhythmic Literacy section.	• Tracking • Fingering chart • Scale • Flat, sharp, natural sign • Major and minor • Pitch range	• Scale exercises • Write out concert B^b and E^b scales on their instrument. • Scale exercises in Sound Innovations. • Mad Minutes • Reverse Mad Minutes • Note Bingo • Flute: F4 to Bb5 (f' - bb'') • Oboe: F4 to Bb5 (f' - bb'') • Bassoon: G2 to Bb3 (G - bb) • Clarinet: G3 to Bb4 (G - bb') • Alto saxophone: D4 to G5 (d' - g'') • Tenor saxophone: F4 to C6 (f' - c''') • Cornet or Trumpet: Bb3 to C5 (bb - c'') • F Horn: Bb3 to Eb5 (bb - eb'') • Trombone or Baritone/Euphonium: G2 to Bb3 (G - bb) • Tuba: G1 to Bb2 (G - Bb) • Post terms around the room. • Matching terms quiz. •

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy continued…		• Learn the following tempo markings: largo and andante. • Learn round/canon and theme and variations. • Draw the notes, rests, and musical symbols previously introduced. **<u>Woodwind & Brass Instruments</u>** **Students will:** • Introduce alternate fingerings/positions. • Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument.		• Write out scales and key signatures. • Write out rhythms. • Complete a given melody by filling in the missing notes. • Compose an ending to a given melody. • Compose a variation on a given melody. • Reverse Mad Minutes
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue to develop the ability to count, clap, and perform rhythm patterns combining various notes and rests, including: whole, half, quarter, eighth, dotted half, dotted quarter, dotted eighth, triplets, and sixteenth. • Define and perform in 4/4, 3/4, 2/4, and 6/8. • Perform rhythm patterns incorporating fermatas, ties, slurs, pickup notes, and grace notes. • Reinforce the concept of internalizing the beat. • Continue to develop the skill of counting through multiple measure rests.	• Steady beat • Accuracy • Beat division • Beat subdivision • Time signature • Meter • Beam • Notehead • Stem	• Daily rhythm activity • Syncopation activities • Rhythmic dictation • Rhythm flash cards • Monster Sight Reader • Replicate the conducting patterns 4/4, 3/4, and 2/4 meters.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Sight Reading	**AKAS:** PR, RE
	NCAS: PR, RE
		Students will:
		• Be introduced to sight reading skills including awareness of:
		  ○ key signature,
		  ○ time signature,
		  ○ rhythm,
		  ○ tempo markings, and
		  ○ accidentals.
			• Score Study	• Weekly sight reading.

Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will continue to:** • Understand and follow the conductor's right and left hand conducting patterns and gestures. • Stop playing, then watch and listen when the conductor stops the ensemble. • Demonstrate appropriate concert etiquette as an audience member and performer. • Develop appropriate practice techniques. • Develop and utilize appropriate warm-up techniques. • Reinforce active listening concepts. • Experience playing repertoire in a wide variety of styles. • Reinforce proper playing and resting positions.	• Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness	• Practice sheets • Silent rehearsals • Sectionals • Program a variety of musical styles, including: marches, orchestral transcriptions, popular compositions, and contemporary literature at an appropriate level.
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	• context • repertoire • music literature	• Performance reports • Play recordings of standard band repertoire. • Attend and evaluate live performances.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting continued…		• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary.		

Advanced Band

Grade(s): 6-8 **Length**: Two semesters **Prerequisite(s)**: Audition or teacher recommendation and at least one year of experience playing requested instrument.	**Course Overview**: *Advanced Band* is designed for the more advanced band student who has successfully completed *Beginning Band* and/or *Intermediate Band*. The class will spend time on technical exercises and appropriate level literature to prepare students for the next level of instruction. This group is a performance ensemble and represents the school at public functions, athletic events, and evening performances. This is a progressive skills class which may be repeated for credit. Recommended minimum contact time is 90 minutes per week during the school day. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group • Demonstrate ability to play with appropriate position and posture • Be able to follow the instructor's directions • Perform basic music fundamentals taught in Beginning Band and/or Intermediate Band • Demonstrate knowledge of proper care and assembly of instrument
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others • Use musical instruments with proper care • Improve technical skills on instrument • Be exposed to a variety of musical activities through participating in or attending performances • Increase knowledge of music fundamentals • Improve technical skills on instrument • Expand knowledge of music history and cultural differences in music • Develop skills needed to perform instrument outside the classroom

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue to demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Continue to properly assemble and disassemble the instrument. • Identify parts of the instrument by their proper names. • Introduce instrument quality (student line, intermediate, and professional). • Introduce differences in mouthpieces and other hardware. **<u>Woodwind Instruments</u>** **Students will**: • Begin to evaluate reed strength in relation to student progress. • Continue to use proper lubrication of the instrument: what to use, what not to use, how to use. **<u>Brass Instruments</u>** • Continue to develop tuning slide technique. • Lubricant removal/application. • Water removal.	• Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key	• Instrument care day. • Instrument demonstrations. • Place posters of instruments around room. • Assist instructor in deep cleaning of instruments at the end of the year.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Continue to develop proper playing posture: total body, arm, hand, wrist, and finger position. • Continue to position chair, stand, and body to be able to watch the conductor at all times. **<u>Woodwind & Brass Instruments</u>** **Students will**: • Continue to properly support the instrument while sitting or standing to play. • Proper neck-strap adjustment when applicable. **<u>Percussion</u>** Students will: • Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary percussion.	• Embouchure • Posture • Position	• Teacher demonstrations.
Playing Technique: Woodwind & Brass	**AKAS:** PR **NCAS:** PR	**Students will**: • Continue to develop proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, tenuto, staccato, and slurs. • Continue to expand instrument playing range. **<u>Woodwinds</u>** **Students will**: • Reinforce octave embouchure change for high and low notes for flute players. • Introduce and reinforce going over the break for clarinets.	• Breath support • Embouchure • Aperture • Articulation • Taper • Tonguing • Double tonguing	• Rubank method. • Mouthpiece playing such as sirens and simple songs. • Call and Response using specific articulations. • Double tonguing. • Introduction to extended instrument family members.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Woodwind & Brass continued…		• Develop ability to define and play trills and grace notes. **<u>Brass</u>** Students will: • Continue to develop ability to use slurs on melodic phrases and consecutive partials (lip slurs). **<u>Trombone</u>** Students will: • Continue to develop proper slur technique with slide and tongue.		
Playing Technique: Percussion	**AKAS:** PR **NCAS:** PR	**<u>Snare Drum</u>** **Students will**: • Continue to identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, five-stroke roll, nine-stroke roll, seventeen-stroke roll, drag/ruff. • Play single stroke and double stroke rolls with increased speed. • Play with snares off. • Play on the rim and rim-shots. **<u>Bass Drum, Cymbals, & Auxiliary Percussion</u>** **Students will**: • Continue to play with proper technique, to include muting with opposite hand or knee. • Continue to develop ability to play rolls on timpani, suspended cymbal, and triangle. **<u>Mallet Percussion</u>** **Students will**: • Play indicated scales. • Make appropriate decisions on hand/sticking choice.	• Counting • Single stroke • Double stroke • Bounce stroke • Roll • Paradiddle • Flam • Flam tap • Rudiments • High stroke • Low stroke • Accent • Attack • Sustain • Mute • Dampen • Choke	• Play scales on piano. • 40 essential rudiments. • Play with metronome. • Lap playing • Chair drumset. • Hand and wrist checklist.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will continue to**: • Develop sounds demonstrating the characteristic tone quality of the instrument. • Improve steady airstream. • Develop awareness of ways to improve tone production. **<u>Woodwind & Brass Instruments</u>** **Students will continue to**: • Improve proper breathing techniques, proper embouchure, and use of tongue. • Produce evenly sustained straight tones using an appropriate embouchure. **<u>Percussion</u>** **Students will continue to**: • Produce characteristic single stroke, double stroke, and multiple bounce strokes. • Produce an even sound with both hands while playing appropriate level rudiments. • Demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks and their placement on the appropriate instrument. • Demonstrate awareness of variation in sound produced by striking different areas of a given instrument. • Make appropriate mallet choice according to the needs of the specific instrument and piece.	• Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness	• Long tones. • Long note championship. • Invite instrument specialists into the classroom to demonstrate proper tone. • Produce a controlled and sustained vibrato if and when appropriate.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will continue to develop the ability to**: • Identify and utilize the tuning mechanisms of the instrument to play and tune to a given pitch from an electronic tuner or another instrument. • Sing given pitch. • Match pitch on instrument. • Continue to develop the ability to: o Identify, define, and use correct phrasing techniques. o Balance within the section and within the total ensemble. o Define and play indicated dynamics, both as a soloist, and as part of the ensemble. o Introduce the concept of tuning within a section and the whole ensemble. o Continue to develop knowledge of various styles of music and various composers other than current popular trends through listening in the classroom and/or attending live performances. o Develop the ability to listen critically to music and discuss that they hear using musical vocabulary. **<u>Woodwind & Brass Instruments</u>** **Students will**: • Improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument.	• Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression	• Use of a tuner. • Internalization of the pitch (listen, sing, play). • Play scales in a round. • Call and response. • Develop ability to tune properly while using a mute • Theta Music Trainer • Dynamics during scale activities. • Sound Pyramid. • Play familiar, simple tunes by ear. • Performance reports. • Play recordings of standard band repertoire. • Identify musical styles such as marches, orchestral transcriptions, popular compositions, and contemporary literature at the middle school level. • Form mapping exercises.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training continued…		**<u>Percussion</u>** **Students will**: • Introduce adjustment of tension on all types of drum heads and to tune timpani, with the aid of the instructor.		
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Identify all notes in their appropriate clef. • Develop an understanding of instrument transpositions and the difference between concert and written pitch. • Be able to identify whole steps and half steps and how they relate to major scales. • Identify and play sharp, flat, and natural signs. • Play scales in the keys of concert C, F, Bb, Eb, Ab, Db, Gb, B, E, A, D, and G major. • Memorize and play scales in the keys of concert F, Bb, Eb, Ab, C, and G major scales. • Play and memorize a one octave chromatic scale. • Continue to develop the ability to draw the notes, rests, and musical symbols previously introduced. • Define and demonstrate knowledge of various signs as they occur in the repertoire. • Use resources to look up definitions outside of class. • Know of the circle of fifths and how to use it to identify major and minor keys. • Define and play all indicated tempo markings in the repertoire and understand their use as expressive elements.	• Tracking • Fingering chart • Scale • Flat, sharp, natural sign • Major and minor • Pitch range	• Scale exercises and worksheets. • Mad minutes. • Reverse mad minutes. • Note bingo. • Range builders. • Flute: F4 to C6 (f’ - c’’’) • Oboe: F4 to C6 (f’ - c’’’) • Bassoon: G2 to C4 (G - bb) • Clarinet: G3 to G5 (G - g’’’) • Alto saxophone: D4 to A5 (d’ - a’’) • Tenor saxophone: D4 to C6 (d’ - c’’’) • Cornet or trumpet: A3 to D5 (a - d’’) • Horn: A3 to Eb5 (a - eb’’) • Trombone or Baritone/Euphonium: G2 to C4 (G - c’) • Tuba: G1 to C3 (G - c) • Write out scales. • Write out rhythms. • Reverse mad minutes.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy continued…		• Define and play all indicated dynamic markings in the repertoire and understand their use as expressive elements. • Define and recognize formal organizational forms: round/canon and theme and variations • Introduce the terms melody and harmony. • Introduce tacet, arpeggio, syncopation. **<u>Woodwind & Brass Instruments</u>** **Students will**: • Introduce and reinforce alternate fingerings/positions. Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument.		• Write key signatures and related scales in concert pitch and transposed pitch. • Complete a given melody by filling in the missing notes. • Compose an ending to a given melody. • Compose a variation on a given melody. • Rhythm dictation. • Post terms around the room. • Introduce march form. • Introduce ABA form and pattern recognition. • Matching terms quiz. • Key signature identification. • Meter identification. • Hypothetical meter exercises.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue to count, clap, and perform rhythm patterns combining various notes and rests, including: whole, half, quarter, eighth, dotted half, dotted quarter, dotted eighth, triplets, sixteenth, and other beat/note divisions. • Introduce and develop the ability to count and perform rhythm patterns, including syncopated eighths and dotted quarters. • Define and perform in 4/4, 3/4, 2/4, and 6/8 time. • Introduce cut time. • Perform rhythm patterns incorporating fermatas, ties, slurs, pickup, and grace notes. • Reinforce the concept of internalizing the beat. • Continue to develop the skill of counting through multiple measure rests.	• Steady beat • Accuracy • Beat division • Beat subdivision • Time signature • Meter • Beam • Notehead • Stem	• Daily rhythm activity. • Monster Sight Reader. • Replicate the conducting patterns for 4/4, 3/4, 2/4 and 6/8 meters. • Rhythm dictation. • Rhythm flash cards. • Syncopation activities. • Define and perform in polymetric and polyrhythmic idioms.
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Develop ability to sight read appropriate level music literature including awareness of: o key signature, o time signature, o rhythm, o tempo markings, o accidentals, and o signs.	• Score study	• Weekly sight reading.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will continue to**: • Understand and follow the conductor's right and left hand conducting patterns and gestures. • Stop playing, watch and listen when the conductor stops the ensemble. • Understand appropriate concert etiquette as an audience member and performer. • Develop appropriate practice techniques. • Develop and utilize appropriate warm-up techniques. • Reinforce appropriate playing and resting position. • Reinforce active listening skills. • Experience playing repertoire in a wide variety of styles.	• Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness	• Practice sheets. • Silent rehearsals. • Programming a variety of musical styles including: marches, orchestral transcriptions, popular compositions, and contemporary literature at the middle school level. • Sectionals. • Small solo/ensemble experience.
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • 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. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary.	• Context • Repertoire • Music literature	• Performance reports. • Play recordings of standard band repertoire. • Attend and evaluate live performances.

Jazz Band

Grade(s): 6-8 **Length**: Two semesters **Prerequisite(s)**: Audition or teacher recommendation and at least one year of experience playing requested instrument.	**Course Overview**: *Jazz Band* will give students an opportunity to experience different styles of music literature and the creative process unique to jazz. Students will be required to be in another band or orchestra, unless they play instruments not commonly found in these ensembles, or with the permission of the instructor. This is a progressive skills class which may be repeated for credit. Recommended contact time for middle school jazz band is 60 minutes per week. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Follow teacher's directions. • Perform basic music fundamentals taught in *Beginning*, *Intermediate*, and/or *Advanced Band.* • Demonstrate knowledge of proper care and assembly of instrument.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Use musical instruments with proper care. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Be exposed to a variety of musical activities through participating in or attending performances. • Expand knowledge of music history and cultural differences in music. • Develop skills needed to perform instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue to demonstrate proper care of the instrument, including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Properly assemble and disassemble the instrument. • Identify parts of instrument by their proper names.	• Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key	• Instrument demonstrations • Instrument care day • Place posters of instruments around room. • Instruction for cork grease application. • Instruction for slide grease/oil application. • Instruction for valve oil application. • Students assist in deep-cleaning instruments at the end of the year.
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Continue development of proper playing posture: total body, arm, hand, wrist, and finger position. • Position chair, stand, and body to be able to watch the conductor at all times within a section.	• Embouchure • Posture • Position	• Teacher demonstrations
Playing Technique: Woodwind & Brass	**AKAS:** PR **NCAS:** PR	**<u>Woodwind</u>** **Students will**: • Develop knowledge of alternate fingers. **<u>Brass</u>** **Students will develop knowledge of:** • Upper range. • Alternate positions/fingerings.	• Improvisation • Background	• Vibrato (slide vibrato)

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Rhythm Section	**AKAS:** PR **NCAS:** PR	**<u>Piano</u>** **Students will**: • Understand the concepts of major, minor, major 7, dominant 7, minor 7, and diminished chords. • Identify and play the 3rd and 7th of chords in the repertoire to create appropriate comping voicings. • Play melody, accompaniment (comping), and solos. • Use chord symbols in comping technique. **<u>Bass</u>** **Students will:** • Identify and play root and 5th of chords in the repertoire. • Be introduced to walking bass line. • Keep accurate time. **<u>Guitar</u>** **Students will:** • Demonstrate chord shapes for major, minor, major 7, dominant 7, and minor 7 chords using 5th and 6th string roots. • Play melody, accompaniment (comping), and solos. **<u>Percussion</u>** **Students will:** • Bass drum, hi-hat, ride cymbal, crash cymbal, snare drum, tom-toms, and additional cymbals.	• Improvisation • Chords • Riffs	• Compose stylistically correct bass lines from common chord symbols. • Use common chord symbols in comping technique for piano and mallet instruments. • Basic drumset beats like swing and rock.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue development of sounds demonstrating the characteristic tone quality of the instrument. • Continue to develop awareness of ways to improve tone production. • Continue to improve steady airstream.	• Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness	• Long tones • Long note championship • Invite instrument specialists into the classroom to demonstrate proper tone. • Recognize the connection between playing posture and tone production.
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will develop the ability to**: • Identify, define, and use correct phrasing techniques in varying jazz styles. • Balance within the section. • Balance within the total ensemble. • Develop knowledge and technique to improvise using common major and minor scales. • Develop ability to create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music. **<u>Rhythm Section</u>** **Students will:** • Develop the ability to play as a unit and in response to the large ensemble or a soloist. **<u>Wind Players</u>** **Students will be:** • Introduced to the concept of lead and supporting roles within a section.	• Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression	• Warm-ups with different dynamics. • Listening across the ensemble. • Examples of common major and minor scales/modes: major, natural minor, dorian, mixolydian, bebop, and blues.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Develop knowledge of basic chord construction and symbols for major, minor, diminished triads, and major, dominant, minor, and diminished 7th chords. • Develop knowledge of and the ability to play the following jazz articulations: fall off (short and long), glissando. • Develop a knowledge of accent markings and how they are performed in varying jazz styles.	• Solo • Chords	• Sight read simple charts. • Matching terms/symbols quiz. • Recognizing jazz font.
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue to develop the ability to count, clap, and perform rhythm patterns combining various notes and rests, including: whole, half, quarter, eighth, dotted half, dotted quarter, dotted eighth, triplets, and sixteenth. • Develop knowledge of how notes and phrases are played in swing, Latin, and rock styles.	• Patterns • Riff	• Count out rhythms and write them on the board. • Warm ups on rhythms • Scales on new rhythms and articulations.
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Develop sight reading skills including awareness of: o key signature, o time signature, o rhythm, o tempo markings, and o accidentals.	• Score Study	• Accidentals and alternate fingerings. • Key signature and time signature reinforcement.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Continue to understand appropriate concert etiquette as an audience member and performer. • Continue to develop appropriate practice techniques. • Continue to develop and utilize appropriate warm-up techniques. • Reinforce appropriate playing and resting position. • Reinforce active listening skills. • Experience playing repertoire in a wide variety of styles.	• Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness	• Practice sheets • Periodically refrain from verbal cues. • Silent rehearsals • Sectionals • Small solo/ensemble experience • Rearrange ensemble set up.
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Develop ability to define and play different musical styles related to the jazz ensemble idiom. • Develop knowledge of varying jazz styles and performers through classroom listening and attending live performances. • Develop ability to listen critically to music and discuss what they hear using musical vocabulary. • Recognize common jazz forms, such as 12 bar blues and ABA.	• Context • Repertoire • Music literature	• Form mapping exercises • Melodic contouring exercises. • Funk, rock, swing, and Latin genres. • Other examples: 12 bar song form, 32 bar song form, AABA, ABAC. • Have students analyze and critique a recording of their performance.

Modern Band

Grade(s): 6-8 **Length**: One quarter, one semester, or one year (designed to be flexible) **Prerequisite(s)**: None	**Course Overview**: *Modern Band* gives students the opportunity and resources to explore popular musical styles in an authentic, real-world learning environment through faculty facilitators, peer mentors, and self-teaching. Students who take modern band learn the basics of rock band instruments such as drums, bass, guitar, keyboard, as well as new instruments and programs which fall under music technology and production. Performance opportunities for modern band students happen frequently throughout the duration of the class and are comprised of cover songs as well as originals written in class. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Basic Guitar Skills Suggested time: 4 weeks	National Core Arts Standards: • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN)	**Students will**: • Know the parts of the guitar, string names, fret purposes, how to read chord chart, basic rhythms, and introductory tablature. • Be able to play basic guitar chords using correct fingerings, strum a basic rhythm pattern using a pick to a steady beat, read chord charts, and read tablature. • Be able to play basic chords using a basic strum pattern to a steady beat both individually and as a class. • Be able to interpret a chord chart and tablature.	• Guitar • Chord • Fret • Rhythm • Strum • Pick • Tablature	• Acoustic/ Electric Guitars • Cords • Sound Board • Speaker • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org
Basic Keyboard Skills Suggested time: 3 weeks	National Core Arts Standards: • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) Connecting (CN)	**Students will**: • Know the layout of keyboard, names of keys, how to read chord charts, basic rhythms, understand Jam Cards, and basic note/ tablature reading. • Be able to play basic piano chords, play a basic rhythm pattern, read Jam Cards, and read tablature. • Be able to play basic chords using a steady beat individually and as a class. • Be able to interpret a jam card and tablature.	• Keyboard • Chord • Individual keys • Jam cards • Tablature	• Keyboards • Headphones • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org
Basic Bass Skills Suggested time: 1 week	National Core Arts Standards: • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) Connecting (CN)	**Students will**: • Know (review) parts of bass guitar, string names, fret purposes, how to interpret chord chart, basic rhythms, and tablature. • Be able to play basic bass notes based on chords in time, using correct playing technique, create a basic rhythm pattern, read Chord Charts, and read tablature. • Be able to play a basic bass line using a proper technique individually and with a group. • Be able to interpret a chord chart and tablature.	• Guitar • Fret • Rhythm • Pluck • Tablature	• Electric Bass • Cord • Sound Board/ Speaker • Sound Amplifier • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Basic Drum Kit Skills Suggested time: 1 week	National Core Arts Standards: • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN)	**Students will**: • Know equipment names for drum kit, purposes of each part of the kit, how to play basic rhythms on the kit, how to read drum tablature. • Be able to play basic rhythms based on the style of song, using correct playing technique, create a basic rhythm pattern, and read drum kit tablature. • Be able to play a basic rhythm to a steady beat using a proper technique individually and with a group. • Be able to interpret a rhythm.	• Drum Kit • Snare • Hi Hat • Kick or Bass Drum • Suspended and Ride Cymbals • Drumsticks • Rhythm • Tablature	• Roland Drum Kit • Sound Board/ Speaker • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org
Vocal Techniques Suggested time: 9 weeks	National Core Arts Standards: • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN)	**Students will**: • Know basic song to sing in a band, and techniques on being a "front man." • Understand the basics of vocal anatomy and proper technique, know how to warm up the muscles of the voice for singing, care and maintenance of the voice, replicate various vocal styles appropriate to age level in terms of vocal health, match pitch, and understand how to ready basic melody lines. • Be able to sing songs using basic techniques and rhythm both individually and with a group. Students will be able to interpret the proper notation for vocal performance.	• Diaphragm • Vocal chords • Vocal folds • Larynx • Trachea • Hydration straining • Breath control and support • Pitch • Interpretation • Stylistic techniques	• All class instruments • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ensemble Playing Suggested time: 8 weeks	National Core Arts Standards: • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN)	**Students will**: • Know a basic song to play basic guitar, keyboards, bass, drum kit using correct technique on songs with the class and small groups. • Play basic chords, notes, rhythms using the correct technique on each instrument. • Develop ensemble skills, including beginning and ending together and staying together throughout musical selections. • Be able to play songs on each instrument using basic techniques and rhythm both individually and with a group. • Be able to interpret the proper tablature for each instrument.	• Guitar • Keyboard • Bass • Drum kit • Chords • Rhythm • Tablature • Jam cards • Drumsticks • Pick	• All class instruments • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org

Middle School Choir

Beginning Choir

Grade(s): 6-8 **Length**: Two semesters **Prerequisite(s)**: Students with less than 1 year experience.	**Course Overview**: Choir offers instruction in vocal technique and is open to all students. The development of correct posture and technique is stressed, and there are opportunities for ensemble singing as students become ready. Performance opportunities may be made available for various audiences as described in the course syllabus. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Follow the teacher's directions. • Understand basic music fundamentals (preferred but not required).
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Develop ability to make aesthetic judgements of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Demonstrate proper warm-up techniques. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, and baritone. • Understand voice care and how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm.	• Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone	• Instrument demonstrations. • Model appropriate use and care of instrument.
Posture	**AKAS:** PR **NCAS:** PR	**When sitting down, students will**: • Sit on the edge of their chair. • Keep their back straight. • Rest their feet flat on the floor. • Keep their hands in the lap. • Have their head angled straight forward. **When standing, students will**: • Keep their feet about shoulder width apart. • Keep their back straight. • Let their knees remain loose and not locked. • Keep their hands to their sides. • Have their head angled straight forward.	• Posture placement	• Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Technique	**AKAS:** PR **NAfME:** PR	**Students will**: • Demonstrate the ability to sing in-tune, singing with uniform vowel and consonant production. • Use proper warm-up techniques and understand voice care. • Sing with expression using proper tone quality, posture, diction, and breathing. • Develop good breath support through exercises involving active use of the major breathing muscles. • Identify pitch and melodic patterns as they appear in the treble clef; review contour of melodic lines.	• Tuning • Vowel shape • Consonant (voiced and unvoiced) • Tone • Posture • Breath support • Diction • Pitch • Melody • Treble clef • Melodic contour	• Practice Breathing, the Tank, the Siren, and the Snake exercises (see Appendix).
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will sing**: • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air.	• Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Air support	
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will**: • Develop ability to match pitch. • Correctly sing major and minor intervals. • Listen to vocal recordings.	• Pitch • Major • Minor • Interval	• Minimize the use of the keyboard in choir rehearsal so that the children can hear the voices and better assess where improvement is needed. • Attend choir and various vocal performances. • Have students listen as you play major and minor intervals.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Sing a cappella, unison with accompaniment, partner songs, two- and three-part rounds, and easy two-part music. • Sing songs using movement or gestures. • Sing songs from a variety of cultures, periods, and styles, including foreign languages. • Sing using solfa, numbers, or note names. • Recognize and respond to the following forms: AB, ABA, Rounds and Canon. • Read notes in treble clef musical road map signs in music. • Identify and apply accidentals not in key. • Follow one line of music within a score. • Sing using solfa, numbers, or note names.	• A cappella • Unison • Two part and three part round • Partner song • Foreign language • Style • Solfa • Note name • Music staff • Notation • Form • Treble Clef • Accidentals (Sharp, flat, natural) • Key signature • Repeat signs • D.C./D.S. al Coda • D.C./D.S. al Fine • 1st and 2nd ending	• Use additional materials such as: K-8 Music Magazine, Music Alive!, Music Express, Activate, and Get America Singing, Vols. I & II, etc. • Sing songs from folk, popular, art, spirituals, novelty, and patriotic literature. • Perform standard rhythm notation through echo clapping, aurally and note reading. • Use SmartMusic computer program to reinforce basic rhythms. • Play games to reinforce the treble clef (e.g. Floor Staff Game [five lines and spaces on floor, jump to correct note when called]; and Around the World with treble clef flash cards).

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** PR **NAfME:** PR	**Students will**: • Recognize standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighths, and sixteenth notes and corresponding rests. • Follow one line of music within a score.	• Rhythm • Notation • Meter • Time signature • Note/ rest type • Whole/ half/ quarter/ eighth/ sixteenth	• Perform standard rhythm notation through echo clapping, aurally and note reading. • Use SmartMusic computer program to reinforce basic rhythms. • Play games to reinforce the treble clef (e.g. Floor Staff Game [five lines and spaces on floor, jump to correct note when called]; and Around the World with treble clef flash cards).
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate.	• Improvisation • Voice independence	• Improvise call and responses. • Trading twos or fours.
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Prepare and polish music for concerts. • Sing songs from memory with balance in an ensemble. • Show correct stage presence to reflect the style of the music. • Demonstrate appropriate concert behavior. • Follow the conductor cues for entrances and releases. • Use large motor skills in space limited by risers, when appropriate. • Perform movement sequences. • Create movement to compliment a song. • Apply appropriate posture while singing, both sitting and standing.	• Balance • Stage Presence • Style • Concert etiquette • Conducting Pattern • Cue • Entrances and Releases • Posture • Choreography	• Watch video of performance; discuss and write an evaluation of skills. • Practice the Ladder exercise (see Appendix). • Perform as a soloist or in a small group. • Perform in concert.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • 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. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary.		• Provide opportunities for listening to a broad repertoire of orchestral literature.

Intermediate Choir

Grade(s): 6-8 **Length**: Two semesters **Prerequisite(s)**: Students with a minimum of 1 year experience or teacher recommendation.	**Course Overview**: Choir is open to all students to sing, experience choreography, have fun, and work hard. Students will reinforce and expand their knowledge of the following music concepts: dynamics, melody, harmony, texture, rhythm, tempo, timbre, and form. Choir students will receive instruction in music reading fundamentals, singing skills, performance skills, and various choral literature styles. The choir will have several concerts throughout the year. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Sing in tune range G3 to F5. • Sing independently with confidence. • Read and follow one line of music in an octavo. • Perform, read, and identify eighth, quarter, dotted quarter, half, dotted half, whole notes, and rests.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine the ability to make aesthetic judgements of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Demonstrate proper warm-up techniques. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, and baritone. • Understand voice care and how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm.	• Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone	• Instrument demonstrations • Model appropriate use and care of instrument.
Posture	**AKAS:** PR **NCAS:** PR	**When sitting down, students will**: • Sit on the edge of their chair. • Keep their back straight. • Rest their feet flat on the floor. • Keep their hands in the lap. **When standing, students will**: • Keep their feet about shoulder width apart. • Keep their back straight. • Let their knees remain loose and not locked. • Keep their hands down at their sides.	• Posture placement	• Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.
Vocal Technique	**AKAS:** PR **NCAS:** PR	**Students will sing**: • In tune using proper tone quality, posture, diction, and breathing. • Major scales using solfege. • Chromatic phrases. • With open throat, relaxed jaw, and correct voice placement. With appropriate tempo, dynamics, style, articulations, and phrasing.	• Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic	• Practice breathing, relaxation, the Tank, the Siren, and the Snake exercises (pg. A-104).

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will sing**: • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air.	• Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Air support	

Ear Training	**AKAS:** RE, CO
	NCAS: RE, CN
		Students will:
		• Develop ability to match pitch.
		• Aurally recognize:
		  ○ in tune singing, and
		  ○ major and minor intervals.
		• Listen to vocal recordings.
		• Recognize vocal ranges as Soprano, Alto, Tenor and Bass and use this terminology when discussing choral music.
			• Pitch
			• Tuning
			• Major
			• Minor
			• Interval
			• Tone
			• Timbre
			• Chromatic
			• Voice Range
				• Have students listen to minor and chromatic tonalities on the keyboard.
				• Play recordings of songs in major and minor keys. Discuss the differences in the tone, feel, timbre, etc.
				• Minimize the use of the keyboard in choir rehearsal so that the children can hear the voices and better assess where improvement is needed.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Read notes in treble or bass clefs. • Recognize and identify major key signatures including key changes. • Correctly read accidentals. • Read musical road map signs in music, including: D.C al fine, repeat signs, D.S Coda, first and second endings, and fermata. • Follow one or more lines of music within a score. • Recognize the following forms: AB, ABA, use DC al fine and fine, Rounds and Canon. • Identify pitch and melodic patterns as they appear in the treble and bass clef; review contour of melodic lines. • Sing a cappella, in unison with accompaniment, partner songs, two part, three and four-part rounds, and three-part music. • Sing a song using movement or gestures. • Sing songs from a variety of cultures, languages, periods, and styles. • Distinguish between a variety of songs and styles; develop a repertoire of seasonal and ethnic songs from various countries of origin.	• Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre	• Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize order of sharps and flats and rules to key signatures. • Use SmartMusic computer program to reinforce basic rhythms. • Reinforce the grand staff and read treble and bass clef, (e.g. floor Staff Game - five lines and spaces on floor, jump to correct note when called). • Compare and contrast the same music performed by various artists. • Write original lyrics to a familiar tune. • Create movement using various dance forms where appropriate to the choral repertoire. • Develop a repertoire of sacred and secular music from around the world with understanding of their origins and purpose.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas.	• Rhythm • Notation • Meter • Time signature • Note/ rest type • Whole/ half/ quarter/ eighth/ sixteenth • Dotted notes	• Perform standard rhythm notation through echo clapping, aurally and note reading. • Use SmartMusic computer program to reinforce basic rhythms. • Play games to reinforce the treble clef (e.g. Floor Staff Game [five lines and spaces on floor, jump to correct note when called]; and Around the World with treble clef flash cards).

Concert & Rehearsal Expectations	**AKAS:** PR, RE
	NCAS: PR, RE
		Students will:
		• Sing songs from memory with balance in an ensemble.
		• Demonstrate:
		  ○ an awareness of the melody line within an ensemble;
		  ○ correct posture while performing; and
		  ○ correct stage presence to reflect the style of the music.
		• Follow the conductor's cues for entrances, releases, dynamics, phrasing, and tempo.
		• Use large motor skills in space limited by risers, when appropriate.
		• Perform movement sequences.
		• Create choreography appropriate for various styles of music.
		• Continue to develop a varied repertoire of songs through singing, music reading and listening.
		• Develop proper performance etiquette and techniques.
			• Ensemble
			• Posture
			• Stage presence
			• Style
			• Conducting pattern
			• Cue
			• Entrances and releases
			• Phrasing
			• Tempo
			• Evaluate
			• Reflect
			• Choreography
			• Performance etiquette
			• Evaluation
			• Critique
				• Prepare and polish music for concerts.
				• Watch video/DVD of concert performance; discuss and write an evaluation of skills.
				• Practice the Ladder exercise (pg. A-104).
				• Use SmartMusic computer program to reinforce basic rhythms.
				• Match patterns and phrases with rhythmic and tonal accuracy recognize and respond to various dynamic levels.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations continued…		• Use appropriate vocabulary (forte, mezzo-forte, piano, mezzo-piano, fortissimo, and pianissimo). • Recognize and perform dynamic markings in music text. • Exert appropriate breath control. • Develop criteria for evaluating the quality and effectiveness of music performances and compositions, and apply the criteria in their personal listening and performing. • Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. • Distinguish between a variety of songs and styles. • Develop a repertoire of songs to reflect a selected theme or subject of the music to be performed.		• Have students attend performances of various types of music: o Prior to the performance, hand out critique sheets and discuss specific areas to pay close attention. o After the performance, read and discuss the student's critique sheets. • Listen to recorded ensemble performances; have the students engage in a class critique. • Use additional materials such as: K-8 Music Magazine, Music Alive!, Music Express, Activate, and Get America Singing Vols. I & II, etc. • Participate in a music festival. • Sing folk, popular, art, spirituals, novelty, patriotic, jazz, sacred literature, and chorales.
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate.	• Improvisation • Voice independence	• Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • 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. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary.		• Provide opportunities for listening to a broad repertoire of orchestral literature.

Advanced Choir

Grade(s): 6-8 **Length**: Two semesters **Prerequisite(s)**: Students with minimum 1 year experience or teacher recommendation	**Course Overview**: Choir is open to all students to sing, experience choreography, have fun, and work hard. Students will reinforce and expand their knowledge of the following music concepts: dynamics, melody, harmony, texture, rhythm, tempo, timbre, and form. Choir students will receive instruction in music reading fundamentals, singing skills, performance skills, and various choral literature styles. The choir will have several concerts throughout the year. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Sing in tune range G3 to F5. • Sing independently with confidence. • Read and follow one line of music in an octavo. • Perform, read, and identify eighth, quarter, dotted quarter, half, dotted half, whole notes, and rests.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Demonstrate proper warm-up techniques. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, and baritone. • Understand voice care and how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm.	• Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone	• Instrument demonstrations • Model appropriate use and care of instrument.
Posture	**AKAS:** PR **NCAS:** PR	**When sitting down students will**: • Sit on the edge of their chair. • Keep their back straight. • Rest their feet flat on the floor. • Keep their hands in the lap. **When standing students will**: • Keep their feet about shoulder width apart. • Keep their back straight. • Let their knees remain loose and not locked. • Keep their hands down at their sides.	• Posture placement	• Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.
Vocal Technique	**AKAS:** PR **NCAS:** PR	**Students will sing**: • In tune using proper tone quality, posture, diction, and breathing. • Major scales using solfege. • Chromatic phrases. • With open throat, relaxed jaw, and correct voice placement. • With appropriate tempo, dynamics, style, articulations, and phrasing.	• Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic	• Practice breathing, relaxation, the Tank, the Siren, and the Snake exercises (pg. A-104).

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will sing**: • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air.	• Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Air support	

Ear Training	**AKAS:** RE, CO
	NCAS: RE, CN
		Students will:
		• Develop ability to match pitch.
		• Aurally recognize:
		  ○ in tune singing, and
		  ○ major and minor intervals.
		• Listen to vocal recordings.
		• Recognize vocal ranges as Soprano, Alto, Tenor and Bass and use this terminology when discussing choral music.
			• Pitch
			• Tuning
			• Major
			• Minor
			• Interval
			• Tone
			• Timbre
			• Chromatic
			• Voice Range
				• Have students listen to minor and chromatic tonalities on the keyboard.
				• Play recordings of songs in major and minor keys. Discuss the differences in the tone, feel, timbre, etc.
				• Minimize the use of the keyboard in choir rehearsal so that the children can hear the voices and better assess where improvement is needed.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Read notes in treble or bass clefs. • Recognize and identify major key signatures including key changes. • Correctly read accidentals. • Read musical road map signs in music, including: D.C al fine, repeat signs, D.S Coda, first and second endings, and fermata. • Follow one or more lines of music within a score. • Recognize the following forms: AB, ABA, use DC al fine and fine, Rounds and Canon. • Identify pitch and melodic patterns as they appear in the treble and bass clef; review contour of melodic lines. • Sing a cappella, in unison with accompaniment, partner songs, two part, three and four-part rounds, and three-part music. • Sing a song using sign language. • Sing songs from a variety of cultures, languages, periods, and styles. • Distinguish between a variety of songs and styles; develop a repertoire of seasonal and ethnic songs from various countries of origin.	• Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre	• Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize order of sharps and flats and rules to key signatures. • Use SmartMusic computer program to reinforce basic rhythms. • Reinforce the grand staff and read treble and bass clef, (e.g. floor Staff Game - five lines and spaces on floor, jump to correct note when called). • Compare and contrast the same music performed by various artists. • Write original lyrics to a familiar tune. • Create movement using various dance forms where appropriate to the choral repertoire. • Develop a repertoire of sacred and secular music from around the world with understanding of their origins and purpose.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas.	• Rhythm • Notation • Meter • Time signature • Note/ rest type • Whole/ half/ quarter/ eighth/ sixteenth • Dotted notes	• Perform standard rhythm notation through echo clapping, aurally and note reading. • Use SmartMusic computer program to reinforce basic rhythms. • Play games to reinforce the treble clef (e.g. Floor Staff Game [five lines and spaces on floor, jump to correct note when called]; and Around the World with treble clef flash cards).
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sing songs from memory with balance in an ensemble. • Demonstrate: o an awareness of the melody line within an ensemble. o correct posture while performing. o correct stage presence to reflect the style of the music. • Follow the conductor's cues for entrances, releases, dynamics, phrasing, and tempo.	• Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and releases • Phrasing • Tempo • Evaluate • Reflect	• Prepare and polish music for concerts. • Watch video/DVD of concert performance; discuss and write an evaluation of skills. • Practice the Ladder exercise (pg. A-104). • Use SmartMusic computer program to reinforce basic rhythms.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations continued…		• Use large motor skills in space limited by risers, when appropriate. • Perform movement sequences. • Create choreography appropriate for various styles of music. • Continue to develop a varied repertoire of songs through singing, music reading and listening. • Develop proper performance etiquette and techniques. • Use appropriate vocabulary (forte, mezzo-forte, piano, mezzo-piano, fortissimo, and pianissimo). • Recognize and perform dynamic markings in music text. • Exert appropriate breath control. • Develop criteria for evaluating the quality and effectiveness of music performances and compositions, and apply the criteria in their personal listening and performing. • Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. • Distinguish between a variety of songs and styles. • Develop a repertoire of songs to reflect a selected theme or subject of the music to be performed.	• Choreography • Performance etiquette • Evaluation • Critique	• Match patterns and phrases with rhythmic and tonal accuracy recognize and respond to various dynamic levels. • Have students attend performances of various types of music: ○ Prior to the performance, hand out critique sheets and discuss specific areas to pay close attention. ○ After the performance, read and discuss the student's critique sheets. • Listen to recorded ensemble performances; have the students engage in a class critique. • Use additional materials such as: K-8 Music Magazine, Music Alive!, Music Express, Activate, and Get America Singing Vols. I & II, etc. • Participate in a music festival. • Sing folk, popular, art, spirituals, novelty, patriotic, jazz, sacred literature, and chorales.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate.	• Improvisation • Voice independence	• Improvise call and responses. • Trading twos or fours.
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • 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. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary.		• Provide opportunities for listening to a broad repertoire of orchestral literature.

Middle School Orchestra

Beginning Orchestra

Grade(s): 6-8 **Length**: Two semesters **Prerequisite(s)**: None	**Course Overview**: *Beginning Orchestra* offers instruction in violin, viola, cello, and string bass technique, and is open to any student with no previous training on these instruments. The development of correct posture and technique will be stressed, and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences as described in the grading criteria. *Beginning Orchestra* should meet at least four 55-minute periods each week during the school day. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate audience/performance behavior appropriate for the context and style of music performed.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Participate cooperatively in a group. • Use musical instruments with proper care. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Learn to enjoy a variety of music activities through participating in or attending performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will identify**: • Parts of the instrument. • Parts of the bow. • Names of the strings. • Demonstrate understanding of proper care and maintenance of instrument and bow.	• Scroll • Pegbox • Tuning pegs • Fine tuners • Nut • Fingerboard • Strings • Bridge • Tailpiece • Button • Endpin, chinrest/ jawrest • Soundpost • Bridge • F-holes/ sound holes • Body • Front • Back • Ferrule • Tip • Winding • Stick • Frog • Hair • Tension screw • Grip • Bout • Neck • Strings (C, G, A, D, E) • Shoulder rest	• Use diagram worksheets displaying instruments and parts. • Use acronyms for string names (violin and bass: *Good Dogs Always Eat*; viola and cello: *Cool Guys Do A lot*).

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	**AKAS:** PR **NCAS:** PR	**Students will develop**: • Correct posture without excess tension. • Proper left arm position. • Proper right arm position for arco and pizzicato. • Position chair, stand, and body to be able to watch conductor at all times. • Proper bow grip.	• Fingering • Rest position • Ready position • Bow position • Bent thumb	• Violinist and violist should use a shoulder pad. • Demonstrate and post pictures. • Bow movement exercises without the instrument.
Playing Technique	**AKAS:** PR **NCAS:** PR	**Students will develop**: • Left hand finger placement for open strings. • Develop right arm technique for pizzicato, slurred bowing, bow lift, and up-bow to start.	• Open strings • Pizzicato • Slurred bowing • Bow lift • Up-bow • Down bow • Staccato	• Insist on short fingernails on left hand for proper finger placement. • Balance point for bow especially for staccato. • Minor for *Mary Had a Little Lamb*, *Hot Cross Buns*, and *Yankee Doodle.*
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Develop sounds demonstrating the characteristic tone quality of the instrument and ways to improve tone production by control of bow speed, bow weight, and bow placement (parallel to bridge).	• Bow speed • Bow weight • Bowing lanes • Parallel	• Teacher plays simple note pattern; then students echo trying to copy the same. • Bow a different number of beats on single bow stroke at various speeds (full bow exercises).

Ear Training	**AKAS:** RE, CO
	NCAS: RE, CN
		Students will:
		• Identify and play:
		  ○ the notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef;
		  ○ the following tempo markings - moderato, andante, and allegro;
		  ○ sharp, flat, and natural signs;
			• Flat
			• Natural
			• Sharp
			• Accidentals
			• Moderato
			• Andante
			• Allegro
			• Piano
			• Mezzo-piano
				• Identify and play pitches in the following ranges:
				  ○ Violin: G3 to E5,
				  ○ Viola: G3 to E5,
				  ○ Cello: G2 to E4, and
				  ○ Bass: G2 to E4.
				• Improvise answers in the same style to given
				•

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training continued…		○ the following dynamic symbols - p, mp, mf, f, crescendo, and decrescendo; and ○ in the keys of D, and G major. • Introduce musical forms ABA, AB, AA1BA (sonata form). • Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument. • Develop an awareness of critical listening skills.	• Mezzo-forte • Forte • Major scale • Minor scales • Decrescendo • Crescendo • Sonata form	rhythmic and melodic phrases. • Improvise simple rhythmic and melodic ostinato accompaniments.
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Identify all notes in the appropriate clef. • Identify and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire. • Identify sharp, flat, and natural signs. • Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument. • Develop an understanding of musical notation. • Recognize and name key signatures for D, and G major.	• Solo, soli • Tutti, divisi • Unison, accent • One-measure repeat • Staccato • Marcato • First & second ending • Long rest • Da capo al fine • Fermata • D.s. al coda • Multiple-measure rest • Moderato, andante, allegro, largo, vivace • Ritardando, rallentando	• Learn new piece using these 4 steps: ○ tap toe and say note names; ○ play pizz. and say note names; ○ shadow bow and say note names; and ○ bow and play as written. • Complete a given melody by filling in the missing notes. • Compose an ending to a given melody. • Be able to identify whole steps and half steps and how they relate to a major scale. • Complete a given melody by filling in the missing notes.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Develop ability to read, count, and play the following notes and rests: whole, half, dotted half, quarter, and eighth. • Demonstrate understanding of the use of note and rest values in various rhythmic combinations. • Define and play in the following meters: 4/4, 3/4, 2/4, and 6/8. • Define and play rhythm patterns incorporating ties, up-beats, and fermatas.	• Whole note • Whole rest • Half rest • Half note • Dotted half note • Quarter note • Quarter rest • Eighth note • Eighth rest • Time signatures • Ties	• Write in beats under notes; tap foot and clap rhythm.
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Introduce sight reading skills including awareness of: o key signature, o time signature, o rhythm, o tempo markings, o accidentals, and o signs (e.g., bowing, repeats, D.C. & D.S. al fine/al coda).	• Improvisation • Part independence	• Uses the acronym **STARS** to help the student be aware of the skills being developed in sight reading (**S**–signatures, time and key; **T**– tempo; **A**–accidentals; **R**–rhythm; **S**–signs).
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Develop awareness of: o correct intonation within an ensemble, o understanding of the concept of melody and harmony, o the importance of a steady beat, o conductor's beat patterns, and o ability to play independent line within an ensemble.	• Intonation • Melody • Harmony • Ictus (conducting) • Down beat • Balance • Professionalism • Ensemble • Stage left & right • Bows	• Encourage participation in extra playing opportunities in other orchestras.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations continued…		• Develop an understanding of concert etiquette both as a performer and an audience member. • Introduce active listening skills.	• Cue • Cut off	
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • 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. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary.	• Context • Repertoire • Music literature	• Provide opportunities for listening to a broad repertoire of orchestral literature.

Intermediate Orchestra

Grade(s): 6-8 **Length**: Two semesters **Prerequisite(s)**: Audition, teacher recommendation, and/or at least one year of experience playing the requested instrument.	**Course Overview**: *Intermediate Orchestra* offers instruction in violin, viola, cello, and string bass technique and is open to any student with at least one year of experience playing the requested instrument. The development of correct posture and technique will be stressed and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences as described in the grading criteria. Intermediate Orchestra should meet at least four 55-minute periods each week during the school day. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate audience/performance behavior appropriate for the context and style of music performed. • Demonstrate proper care of instrument. • Demonstrate ability to play with appropriate position and posture. • Perform basic music fundamentals taught in Beginning Orchestra.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Participate cooperatively in a group. • Use musical instruments with proper care. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Expand knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Identify parts of the instrument. • Identify parts of the bow. • Identify names of the strings. • Demonstrate understanding of proper care and maintenance of instrument and bow. • Care for strings properly.	• Scroll • Pegbox • Tuning pegs • Fine tuners • Nut • Fingerboard • Strings • Bridge • Tailpiece • Button • Endpin • Chinrest/ jawrest soundpost • Bridge • F-holes/ sound holes • Body • Front • Back • Ferrule • Tip • Winding • Stick • Frog • Hair • Tension screw • Grip • Bout • Neck • Strings (C,G, A, D,E) • Should rest	• Use diagram worksheets displaying instruments and parts. • Use acronyms for string names (violin and bass: *Good Dogs Always Eat*; viola and cello: *Cool Guys Do A lot*).

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	**AKAS:** PR **NCAS:** PR	**Students will continue to exhibit**: • Correct posture without excess tension. • Proper left arm position. • Proper right arm position for arco and pizzicato. • Position chair, stand, and body to be able to watch conductor at all times. • Proper bow grip.	• Fingering • Rest position • Ready position • Bow position • Bent thumb	• Violinist and violist should use a shoulder pad. • Demonstrate proper posture. • Bow movement exercises without the instrument. • Have students tap bow pinkie if there is tension.
Playing Technique	**AKAS:** PR **NCAS:** PR	**Students will**: • Continue to develop left hand finger placement for open string major and minor tetrachord. • Develop finger patterns for whole steps, half steps, double stops, and chromatic alterations. • Introduce and or reinforce: o positions III and II, o shifting techniques, and o vibrato techniques. • Continue development of right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, hooked bowing, consecutive up-bows with no lift, spiccato bowing. • Continue to expand individual's playing range.	• Open strings • Pizzacato • Slurred bowing • Bow lift • Up-bow • Down bow • Staccato	• Use of rubrics and checklists. • Model correct posture. • Demonstrate with pictures. • Book: *Orchestral Bowing Etudes* by Samuel Applebaum.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue to develop and improve sounds demonstrating the characteristic tone quality of the instrument. • Expand awareness of ways to improve tone production by developing control of bow speed, bow weight, and bow placement.	• Bow speed • Bow weight • Bowing lanes • Parallel	• Demonstrate by playing; have students echo. • Bow a different number of beats on single bow stroke at various speeds. • Whole bow exercise. • How much hair of the bow to use (bow tilt to not use all of the hair).
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will**: • Recognize characteristic sound of a major and minor scale. • Continue to develop ability to match a pitch. • Continue to develop ability to adjust left hand finger placement in order to manipulate a pitch. • Work on skills to tune instrument to A440 from an electric tuner or another instrument. • Develop an awareness of critical listening skills.	• Flat • Natural • Sharp • Accidentals • Moderato • Andante • Allegro • Piano • Mezzo-piano • Mezzo-forte • Forte • Major scale • Minor scales • Decrescendo • Crescendo • Sonata form	• Have students close their eyes and pick a note for the students to play and sustain; teacher taps one or two students on the shoulder; selected students adjust pitch sharp or flat; students are asked to figure out who is out of tune. • Play increasingly complex tunes and rhythmic patterns by rote. • Improvise answers in the same style to given rhythmic and melodic phrases. • Improvise simple rhythmic and melodic ostinato accompaniments.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Musical Literacy	**AKAS:** CR, PR, RE
	NCAS: CR, PR
		Students will:
		• Identify and play:
		  ○ the notes of the lines and spaces of the staff and appropriate ledger lines in the appropriate clef;
		  ○ the all tempo markings as they occur in the repertoire;
		  ○ Sharp, flat, and natural signs;
		  ○ the dynamic symbols as they occur in the repertoire;
		  ○ the keys of D, G, and C major; and
		  ○ pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument.
		• Define and demonstrate knowledge of various signs as they occur in the repertoire.
		• Develop an understanding of musical notation.
			• Solo, soli, tutti
			• Divisi, unison
			• Accent
			• One-meausre repeat
			• Staccato, marcato
			• First & second ending
			• Long rest
			• Da capo al fine
			• Fermata
			• D.s. al coda
			• Multiple-measure rest
			• Moderato, andante
			• Allegro, largo, vivace
			• Ritardando
			• Rallantando
				• Learn new piece using these 4 steps:
				  ○ tap toe and say note names,
				  ○ play pizzicato and say note names,
				  ○ shadow bow and say note names, and
				  ○ bow and play as written.
				• Violin: G3 to E5 (all in 1st and 3rd position and octave harmonics).
				• Viola: C3 to G5 (all in 1st and 3rd position and octave harmonics).
				• Cello: C2 to D4 (all in 1st and 4th position and octave harmonics).
				• Bass: E2 to C4.

Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Develop ability to read, count, clap, and play rhythm patterns combining various notes and rests, including: whole, half, dotted half, quarter, eighth, triplets, dotted quarter, sixteenth, and dotted eighth. • Define and play time signatures 4/4 (common time), 3/4, 2/4, and 6/8. • Define and play rhythm patterns incorporating ties, up-beats, syncopation, and fermatas.	• Whole note • Whole rest • Half rest • Half note • Dotted half note • Quarter note • Quarter rest • Eighth note • Eighth rest • Time signature • Ties	• Have students write beats under the notes; clap and count the rhythm. • Rhythm flashcards • Rhythm dictation • Stringskills.com for rhythm exercises.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Sight Reading	**AKAS:** PR, RE
	NCAS: PR, RE
		Students will:
		• Develop ability to sight read appropriate level music literature including awareness of:
		  ○ key signature,
		  ○ time signature,
		  ○ rhythm, and
		  ○ tempo.
		• Signs (e.g. bowing, repeats, D.C. & D.S. al fine/al coda).
			• Improvisation
			• Part independence
				• Uses the acronym **STARS** to help the student be aware of the skills being developed in sight reading (**S**–signatures, time and key; **T**– tempo; **A**–accidentals; **R**–rhythm; **S**–signs).

Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Continue to develop awareness of correct intonation within an ensemble. • Continue to develop understanding of the concept of melody and harmony. • Continue to develop awareness of the importance of a steady beat. • Continue to develop awareness of conductor's beat patterns. • Continue to develop ability to play independent line within an ensemble. • Continue to develop awareness of all voices within an ensemble. • Continue to develop an understanding of concert etiquette both as a performer and an audience member. • Reinforce active listening skills. • Have the opportunity to play repertoire of various styles. • Continue to develop active listening skills.	• Intonation • Melody • Harmony • Ictus (conducting) • Down beat • Balance • Professionalism • Ensemble • Stage left & right • Bows • Cue • Cut off	• Student conductors • Teach rounds by rote for acute listening practice. • Use Chorales as warm ups.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • 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. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary.	• Context • Repertoire • Music literature	• Provide opportunities for listening to a broad repertoire of orchestral literature. • Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances.

Advanced Orchestra

Grade(s): 6-8 **Length**: Two semesters **Prerequisite(s)**: Audition, teacher recommendation, and/or at least one year of experience playing the requested instrument.	**Course Overview**: *Advanced Orchestra* is the performing group of string players and represents the school at public functions and concerts. Concert participation will be required as outlined in the grading criteria. A limited amount of time is spent on study material. *Advanced Orchestra* should meet at least four 55-minute periods each week during the school day. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate audience/performance behavior appropriate for the context and style of music performed. • Demonstrate proper care of instrument. • Demonstrate ability to play with appropriate position and posture. • Perform basic music fundamentals taught in *Intermediate Orchestra*.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Participate cooperatively in a group. • Use musical instruments with proper care. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Expand knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

The Instrument	**AKAS:** CR, PR
	NCAS: CR, PR
		Students will:
		• Continue to identify:
		  ○ parts of the instrument,
		  ○ parts of the bow, and
		  ○ names of the strings.
		• Demonstrate understanding of proper care and maintenance of instrument and bow.
		• Care for strings properly.
		• Demonstrate ability to perform simple repairs to own instrument, as needed:
		  ○ replace strings,
		  ○ tighten chin rest,
		  ○ clean and polish instrument, and
		  ○ check for open seams, cracks, and proper bridge placement.
			• Scroll
			• Pegbox
			• Tuning pegs
			• Fine tuners
			• Nut
			• Fingerboard
			• Strings
			• Bridge
			• Tailpiece
			• Button
			• Endpin, chinrest/ jawrest
			• Soundpost
			• Bridge
			• F-holes/ sound holes
			• Body
			• Front
			• Back
			• Ferrule
			• Tip
			• Winding
			• Stick
			• Frog
			• Hair
			• Tension screw
			• Grip
			• Bout
			• Neck
			• Strings (C,G, A, D,E)
			• Should rest
				• Use diagrams to name parts of instrument.
				• Have an instrument cleaning day.
				• How to select strings.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Posture	**AKAS:** PR
	NCAS: PR
		Students will:
		• Continue to exhibit correct posture without excess tension.
		• Reinforce:
		  ○ proper left arm position,
		  ○ proper right arm position for arco and pizzicato, and
		  ○ proper bow grip.
		• Arrange chair, stand, and body to be able to watch conductor at all times.
			• Fingering
			• Rest position
			• Ready position
			• Bow position
			• Bent thumb
				• Violinist and violist should use a shoulder pad.
				• Demonstrate Bow movement without the instrument.
				• Have students tap bow pinkie if there is tension.

Playing Technique	**AKAS:** PR
	NCAS: PR
		Students will:
		• Continue to develop left hand finger placement for open string major and minor tetrachord.
		• Develop finger patterns for whole steps, half steps, double stops, and chromatic alterations.
		• Introduce and or reinforce:
		  ○ positions III and II,
		  ○ shifting techniques, and
		  ○ vibrato techniques .
		• Continue development of right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, hooked bowing, consecutive up-bows with no lift, spiccato bowing.
		• Continue to expand individual's playing range.
			• Open strings
			• Pizzacato
			• Slurred bowing
			• Bow lift
			• Up-bow
			• Down bow
			• Staccato
				• Use of rubrics and checklists.
				• Model correct posture.
				• Demonstrate with pictures.
				• Book: *Orchestral Bowing Etudes* by Samuel Applebaum.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue to develop and improve sounds demonstrating the characteristic tone quality of the instrument. • Expand awareness of ways to improve tone production by increasing control of bow speed, bow weight, bow placement, and how much bow hair to use. • Introduce how to determine which part of the bow to use.	• Bow speed • Bow weight • Bowing lanes • Parallel	• Demonstrate by playing; have students echo.. • Bow a different number of beats on single bow stroke at various speeds. • Whole bow exercise. • Try playing a section on three different parts of the bow. • How much hair of the bow to use (bow tilt to not use all of the hair).
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will**: • Recognize characteristic sound of a major and minor scale. • Play increasingly complex tunes and rhythmic patterns by rote. • Continue to develop ability to match a pitch. • Continue to develop ability to adjust left hand finger placement in order to manipulate a pitch. • Work on skills to tune instrument to A440 from an electric tuner or another instrument. • Develop an awareness of critical listening skills.	• Flat • Natural • Sharp • Accidentals • Moderato • Andante • Allegro • Piano • Mezzo-piano • Mezzo-forte • Forte • Major scale • Minor scales • Decrescendo • Crescendo • Sonata form	• Have students close their eyes and pick a note for the students to play and sustain; teacher taps one or two students on the shoulder; selected students adjust pitch sharp or flat; students are asked to figure out who is out of tune. • Relative minor, natural minor starts on the sixth note of the major scale. • Improvise answers in the same style to given rhythmic and melodic phrase. • Improvise simple rhythmic and melodic ostinato accompaniments.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Identify all notes in the appropriate clef and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire. • Identify sharp, flat, and natural signs. • Play pitches necessitated by appropriate grade level repertoire and/or method book, and continue to expand range on instrument. • Develop an understanding of musical notation. • Recognize and name key signatures for D, G, & C.	• Solo, soli, tutti, divisi, unison, accent • One-meausre repeat • Staccato, marcato • First & second ending • Long rest • Da capo al fine • Fermata, d.s. al coda • Multiple-measure rest • Moderato, andante, allegro, largo, vivace • Ritardando, • Rallantando	• Learn new piece using these 4 steps: ○ tap toe and say note names, ○ play pizz. and say note names, ○ shadow bow and say note names, and ○ bow and play as written. • Draw the notes, rests, and musical symbols previously introduced. • Write the key signatures and scales in the keys of D, G, C, F, Bb, and Eb major.
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Develop ability to read, count, clap, and play rhythm patterns combining various notes and rests, including: whole, half, dotted half, quarter, eighth, triplets, dotted quarter, sixteenth, and dotted eighth. • Demonstrate understanding of the use of note and rest values in various rhythmic combinations. • Continue to recognize, define, and play in the following meters: 4/4, 3/4, 2/4, 6/8, common time, and cut time. • Continue to refine skills in play rhythm patterns incorporating ties, up-beats, syncopation, and fermatas.	• Whole note • Whole rest • Half rest • Half note • Dotted half note • Quarter note • Quarter rest • Eighth note • Eighth rest • Time signature • Ties	• Have students write beats under the notes; clap and count the rhythm. • Rhythm flashcards. • Rhythm dictation. • www.stringskills.com for rhythm exercises.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Sight Reading	**AKAS:** PR, RE
	NCAS: PR, RE
		Students will:
		• Develop ability to sight read appropriate level music literature including awareness of:
		  ○ key signature,
		  ○ time signature,
		  ○ rhythm,
		  ○ tempo markings,
		  ○ accidentals, and
		  ○ signs (e.g. bowing, repeats, D.C. & D.S. al fine/al coda).
			• Improvisation
			• Part independence
				• Uses the acronym **STARS** to help the student be aware of the skills being developed in sight reading (**S**– signatures, time and key; **T**– tempo; **A**–accidentals; **R**–rhythm; **S**–signs).

Concert & Rehearsal Expectations	**AKAS:** PR, RE
	NCAS: PR, RE
		Students will:
		• Continue to develop:
		  ○ Awareness of correct intonation within an ensemble.
		  ○ Understanding of the concept of melody and harmony.
		  ○ Awareness of the importance of a steady beat.
		  ○ Awareness of conductor's beat patterns.
		  ○ Ability to play independent line within and without an ensemble.
		  ○ Awareness of all voices within an ensemble.
		  ○ Understanding demonstrate proper concert etiquette both as a performer and an audience member.
		  ○ And reinforce active listening skills.
		• Have the opportunity to play repertoire of various styles.
		• Demonstrate active listening skills.
			• Intonation
			• Melody
			• Harmony
			• Ictus (conducting)
			• Down beat
			• Balance
			• Professionalism
			• Ensemble
			• Stage left & right
			• Bows
			• Cue
			• Cut off
				• Student conductors
				• Sectionals
				• Teach rounds by rote for acute listening practice.
				• Use Chorales as warm ups.
				• Use scales for warmups.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • 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. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary.	• Context • Repertoire • Music literature	• Provide opportunities for listening to a broad repertoire of orchestral literature. • Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances.

High School



Grades 9-12

High School Music Theory

AP Music Theory

Grade(s): 11-12 **Length**: Two semesters **Prerequisite(s)**: Teacher recommendation	**Course Overview**: *AP Music Theory* covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized. Teachers must follow the curriculum from the College Board. Please visit the College Board – AP Central website for more information (http://apcentral.collegeboard.com). **Adopted Textbook**: none at this time.

Music Appreciation

Grade(s): 9-12 **Length**: one semester **Credit**: 0.5 **Prerequisite(s)**: Teacher recommendation	**Course Overview**: *Music Appreciation* will cover listening and discussion of Western music from Ancient World to the Middle Ages to the present. Contents include a discussion of musical concepts, evolution of forms, style, and media, and a detailed study of selected works from the concert repertoire. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Express a desire to experience the development of popular music from antiquity to present.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Develop a greater understanding of current musical trends through an appreciation of the historical development of music. • Increase knowledge of music fundamentals. • Increase awareness of the social, political, and economic influence on the development of music. • Learn to enjoy a variety of music activities through participating in or attending performances.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Forms	**AKAS:** CR, RE, CO **NCAS:** CR, RE, CN	**Students will**: • Be introduced to a variety of musical forms.	• Form • Rondo • Theme and Variation • Motet • Chanson	• Form mapping • Suggested forms for study include: Rondo, Binary, Sonata, Sonata-Allegro, Concerto, Oratorio, Symphony, Dance suites, Theme and variation, Mass, Motet, and Chanson
Styles	**AKAS:** CR, RE, CO **NCAS:** CR, RE, CN	**Students will**: • Be introduced to a variety of musical styles and genres. • Be introduced to a variety of music mediums and ensembles.	• Genre • Gregorian chant • Jazz • Avant-Garde • impressionism • Secular • Sacred • 12-tone • Improvisation	• Compare and contrast different musical styles. • Styles and genres to include: Jazz, Avant-Garde, Improvisation, Secular, Sacred, Minimalism, 12-tone, Serialism, and Impressionism. • Listening identification tests. • Listening examples • Inviting guest artists to play for the class. • Mediums should include: Instrumental, Vocal, Orchestral, Solo, Chamber music, Concert band, Opera, Theatre, and Electronic.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Geographical Areas	**AKAS:** CR, RE, CO **NCAS:** CR, RE, CN	**Students will**: • Be introduced to music from a variety of regions and countries.		• Map tests • Comparing present-day maps to era-specific maps.
Notation	**AKAS:** CR, RE, CO **NCAS:** CR, RE, CN	**Students will**: • Be introduced to a variety of musical notations.	• Mode • Staff • Tablature • Abstract notation	• Suggested notations for study include: church modes, modal notation, mensural notation, staff notation, tablature, rhythm notation, twentieth century abstract notation, etc.
Historical Connections	**AKAS:** CR, RE, CO **NCAS:** CR, RE, CN	**Students will**: • Explore the following musical time periods: ○ Antiquity – 800 ○ Middle Ages – 800-1400 ○ Renaissance – 1400-1600 ○ Baroque – 1600-1750 ○ Classical – 1750-1820 ○ Romantic – 1820-1900 ○ 20th Century 1900-Present	• Antiquity • Middle Ages • Renaissance • Baroque • Classical • Romantic • 20th Century	• Associate time periods with composers. • Discuss advances in instrument technology with advancement in composition.

Theory of Music

Grade(s): 9-12 **Length**: One semester **Credit**: 0.5 **Prerequisite(s)**: Teacher recommendation	**Course Overview**: *Theory of Music* is designed to develop students' abilities to recognize and understand the basic materials and processes in music. The course offers a solid foundation in intervals, pitch patterns, metric/rhythmic patterns, chords, musical composition, and the terms, rules, regulations that are a part of a basic understanding of music. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Follow teacher's directions.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Continue to develop appreciation of the study of music fundamentals with the knowledge gained through performing and listening. • Continue to develop and refine abilities through the creative process to write original works or arrange current published materials for various sized groups and instrumentation.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Time & Sound	**AKAS:** CR, RE, CO **NCAS:** CR, RE, CN	**Students will**: • Begin to develop understanding of time and sound.	• Sound waves • Pitch • Intensity • Timbre • Harmonic series • Partials and overtones	• Science of sound and frequency. • Comparing sound waves to sine waves.
Musical Terminology	**AKAS:** CR, RE, CO **NCAS:** CR, RE, CN	**Students will define and identify**:	• Scale degree terms (e.g., tonic, supertonic) • Common tempo markings • Common expression marking	• Word wall • Vocabulary quizzes
Notation Skills	**AKAS:** CR, RE, CO **NCAS:** CR, RE, CN	**Students will**: • Notate and identify pitches in F clef, G clef, and C clef.	• Clef • Key	• Use notation software. • Write in pencil on staff paper. • See exercises on MusicTheory.net.
Meter & Rhythm	**AKAS:** CR, RE, CO **NCAS:** CR, RE, CN	**Students will notate, identify, and understand**: • Relative value of notes and rests. • Subdivisions of the beat. • Simple meters. • Compound meters.	• Compound and Simple Meters • Syncopation • Subdivision • Duple and triple meter	• Use notation software. • Rhythm flashcards. • See exercises on MusicTheory.net.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Scales	**AKAS:** CR, RE, CO
	NCAS: CR, RE, CN
		Students will:
		• Begin to hear, and identify the following scales:
		  ○ major scale,
		  ○ natural minor scale,
		  ○ harmonic minor scale,
		  ○ melodic minor scale,
		  ○ chromatic scale,
		  ○ whole tone scale, and
		  ○ pentatonic scale.
			• Major and minor
			• Half step and whole step
			• Pentatonic scale
			• Harmonic and melodic scale
			• Chromatic scale
				• See exercises on MusicTheory.net.

Key Signatures	**AKAS:** CR, RE, CO
	NCAS: CR, RE, CN
		Students will:
		• Begin to notate, hear, and identify:
		  ○ major keys,
		  ○ minor keys,
		  ○ relative keys, and
		  ○ enharmonic keys.
		• Explain the circle of fifths.
			• Circle of 5ths
			• Enharmonic
			• Relative
			• Key
				• Memorize the Circle of Fifths.
				• Learn steps that lead to WHY key signatures are built the way they are.
				• Order of sharps and flats.
				• See exercises on MusicTheory.net.

Intervals, Triads, & Chords	**AKAS:** CR, RE, CO
	NCAS: CR, RE, CN
		Students will:
		• Begin to notate, hear, and identify the following intervals:
		  ○ perfect,
		  ○ major, and
		  ○ minor.
		• Begin to notate, hear, and identify the quality of:
		  ○ major and minor Triads, and
		  ○ seventh chords.
			• Triad
			• Perfect
			• Major
			• Minor
			• Chord
			• Root
				• See exercises on MusicTheory.net.

High School Alternate Style

Advanced Ensemble

Grade(s): 9-12 **Length**: One semester **Credit**: 0.5 **Prerequisite(s)**: Teacher recommendation	**Course Overview**: *Advanced Ensemble* is designed to offer ensemble opportunities that do not fit in the category of band, orchestra, or choir. This could include, but is not limited to guitar ensemble, handbell choir, recorder ensemble, ukulele ensemble, new music ensemble, percussion ensemble, honor band, honor choir, honor orchestra, etc. Students will perform music with emphasis on notation reading or rote learning, according to what is most appropriate for the ensemble. This is a progressive skills class, which may be repeated for credit. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Instrument Care	**AKAS**: CR, PR **NCAS**: CR, PR	**Students will**: • Properly assemble and disassemble the applicable instruments/equipment. • Demonstrate proper care of the instrument/equipment including cleaning, proper carrying technique while the instrument is assembled, and proper storage.		
Music Notation		**Students will**: • Read and play music using a system for notating music, appropriate for age/skill level of the ensemble (when applicable). • Understand and identify cues or markings used to convey the intent of the music (such as dynamics, tempo, form, and style).		
Rhythmic Literacy		**Students will**: • Count and perform rhythm patterns combining various notes and rests appropriate for the age/skill level of the ensemble.		
Concert & Rehearsal Expectations		**Students will**: • Demonstrate proper playing and resting positions. • Position stand and body to be able to watch the conductor/leader when applicable. • Stop playing, watch, and listen when the conductor/leader stops the ensemble. • Understand appropriate concert etiquette as an audience member and a performer. • Produce sounds demonstrating the characteristic tone quality of the instrument/equipment. • Demonstrate increased awareness of ways to improve tone production • Perform using musical expression, including but not limited to dynamics, tempo, style, articulation, and phrasing.		

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting		**Students will**: • Will experience various styles of music other than current popular trends through listening in the classroom and/or attending live performances.		

Beginning Guitar

Grade(s): 9-12 **Length**: One semester **Credit**: 0.5 **Prerequisite(s)**: None	**Course Overview**: *Beginning Guitar* is designed for the student who wishes to learn how to play the guitar. Students must supply their own strings, picks, acoustic guitar, and books. The class will spend time on scales, technical exercises, solo and ensemble literature, and appropriate level guitar ensemble literature. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate knowledge of proper care and use of the instrument. • Demonstrate ability to play with appropriate position and posture. • Perform basic music fundamentals.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Use musical instruments with proper care. • Improve technical skills on instrument. • Expand knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Develop skills needed to perform instrument outside the classroom. • Develop and refine ability to make critical and constructive criticism of one's own performance and the performance of others.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

The Instrument	**AKAS:** CR, PR
	NCAS: CR, PR
		Students will:
		• Identify parts of the instrument.
		• Demonstrate proper care of the instrument:
		  ○ cleaning,
		  ○ proper carrying techniques,
		  ○ proper storage in the case, and
		  ○ proper use and maintenance of humidifier (optional).
		• Demonstrate proper technique of string replacement and peg adjustment.
				• Have students make a drawing of a guitar, labeling parts for their three-ring binder notebook where they will keep handouts and music.

Posture	**AKAS:** PR
	NCAS: PR
		Students will:
		• Develop the proper playing posture:
		  ○ keeping the back straight,
		  ○ placement of guitar body on upper leg,
		  ○ optional use of foot stand,
		  ○ angle of guitar neck, and
		  ○ correct left and right hand position.
				• Model and monitor students' posture.

Playing Techniques	**AKAS:** PR **NCAS:** PR	**Students will develop the ability to**: • Identify and define major and minor chords as they appear in the music. • Use correct fingerings for each chord that appears in the music. • Use various accompanying strums as appropriate to the time signature and style (e.g. finger style, blues, jazz, flamenco, 2/4, 3/4, 4/4). • switch between chords without hesitation.		• Practice filling in chord frames for chords learned, with correct fingerings and correct chord names. • Become aware of alternate chord fingerings and alternate locations on the guitar fingerboard.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Tuning Technique	**AKAS:** PR
	NCAS: PR
		Students will:
		• Develop ability to hear matched pitches by:
		  ○ tuning to the piano keyboard,
		  ○ tuning to a pitch pipe,
		  ○ tuning the sixth string and using the 5th and 4th fret tuning technique, and
		  ○ tuning with an electronic tuning device.
		• Develop awareness of peg rotation and its effect on tuning.
				• Use of a tuner
				• Internalization of the pitch (listen, sing, play).

Tone Quality	**AKAS:** CR, PR
	NCAS: CR, PR
		Students will:
		• Develop sound demonstrating the characteristic tone of the guitar:
		  ○ placement of left hand fingers on strings,
		  ○ correct placement of left thumb on neck,
		  ○ right hand strumming and picking techniques,
		  ○ develop awareness of ways to improve tone, and
		  ○ develop awareness of ways to alter tone.
				• Left hand fingernails need to be short for correct placement.
				• Introduce *p-i-m-a*: the Spanish terminology for the right hand for picking technique.

Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will develop the ability to**: • Identify, define, and use correct phrasing techniques. • Play familiar, simple melodies by ear. • Balance within the ensemble. • Play indicated dynamics.		• Perform individually and in small ensembles for the class, with assessment by peers and teacher.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Musical Literacy	**AKAS:** CR, PR, RE
	NCAS: CR, PR
		Students will:
		• Define and draw the treble (G) clef.
		• Define and draw the lines and spaces.
		• Define and draw the ledger lines used in music.
		• Define and draw bar lines, double bar lines, repeat signs, and all other markings applicable to the performance of the music.
		• Develop the ability to understand and read TAB.
		• Develop ability to:
		  ○ define and perform knowledge of various signs as they are introduced in the music,
		  ○ define and perform the various dynamic symbols,
		  ○ define and perform the various tempo markings,
		  ○ identify the various key signatures,
		  ○ define and perform the chord symbols, and
		  ○ define and perform the various major and minor scales.
		• Draw the notes and rests introduced:
		  ○ write the key signature and scales;
		  ○ complete a given melody by filling in the missing notes;
		  ○ compose an ending to a given melody;
		  ○ compose a variation to a given melody; and
		  ○ compose, notate, and perform an original song including melody, lyrics, and chord symbols.
				• Provide music staff paper for students to practice drawing the different symbols.
				• Have students find TAB for a favorite song online, download it, and learn to read and play.
				• Perform individually and in small ensembles for the class, with assessment by peers and teacher.
				• Write a simple folk or rock style song using I, IV, V and/or V7 chord progression, with melody, lyrics, and proper notation.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Develop ability to count and perform rhythm patterns combining various notes and rests: whole, half, dotted half, quarter, dotted quarter, and eighth. • Define and perform in 4/4, 3/4, and 2/4 meter. • Understand and replicate the conducting patterns of 4/4, 3/4, 2/4 meter. • Define and perform the various gestures used by conductors. • Perform rhythm patterns using fermatas, ties, and pickup notes.		• Practice conducting patterns for the different time signatures using simple melodies as examples to conduct.
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Develop ability to sight read literature at the appropriate level.		• Rhythm reading drills
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Understand appropriate concert etiquette as an audience member and performer. • Develop appropriate practice techniques. • Reinforce active listening skills.		• Practice sheets • Periodically refrain from verbal cues • Silent rehearsals • Sectionals • Small solo/ensemble experience
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Develop knowledge and appreciation of various styles of music, other than the current popular trends, through listening in the classroom and attending live performances.		• As students are introduced to the different styles, most guitarists have websites dedicated to them, with videos of their performances and downloads of their techniques available.

Intermediate Guitar

Grade(s): 9-12 **Length**: One semester (may be repeated) **Credit**: 0.5 **Prerequisite(s)**: *Beginning Guitar* or teacher recommendation	**Course Overview**: *Intermediate Guitar* is designed for the student who wishes to continue learning to read and play music on the guitar. This is a progressive skills class which may be repeated for credit. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate knowledge of proper care and use of the instrument. • Demonstrate ability to play with appropriate position and posture. • Perform basic music fundamentals.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Use musical instruments with proper care. • Improve technical skills on instrument. • Expand knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Develop skills needed to perform instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

The Instrument	**AKAS:** CR, PR
	NCAS: CR, PR
		Students will:
		• Identify parts of the instrument
		• Demonstrate proper care of the instrument:
		  ○ cleaning
		  ○ proper carrying techniques
		  ○ proper storage in the case
		  ○ proper use and maintenance of humidifier (optional)
		• Demonstrate proper technique of string replacement and peg adjustment
				• Have students make a drawing of a guitar, labeling parts for their three-ring binder notebook where they will keep handouts and music.
				• Demonstrate proper techniques for replacing a string.

Posture	**AKAS:** PR
	NCAS: PR
		Students will:
		• Develop the proper playing posture:
		  ○ keeping the back straight
		  ○ placement of guitar body on upper leg
		  ○ optional use of foot stand
		  ○ angle of guitar neck
		  ○ correct left and right hand position
		  ○ introduce shifting and position playing
		  ○ use appropriate fingerings for each chord that appears in the music
				• Model and monitor students' posture.

Playing Techniques	**AKAS:** PR **NCAS:** PR	**Students will continue to**: • Identify and define major and minor chords as they appear in the music • Use correct fingerings for each chord that appears in the music • Use various accompanying strums as appropriate to the time signature and style (e.g. Finger style, blues, jazz, flamenco, 2/4, 3/4, 4/4,) • Switch between chords without hesitation		• Practice filling in chord frames for chords learned, with correct fingerings and correct chord names. • Become aware of alternate chord fingerings and alternate locations on the guitar fingerboard.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tuning Technique	**AKAS:** PR **NCAS:** PR	**Students will**: • Tune to the piano keyboard • Tune to a pitch pipe • Tune the sixth string and use the 5th and 4th fret tuning technique • Tune with harmonics • Tune with an electronic tuning device • Develop awareness of peg rotation and its effect on tuning		• Students should be able to tune their own guitars.
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue to develop good tone through the use of a pick and/or strumming with the right hand • Develop awareness of ways to improve tone • Develop awareness of ways to alter tone		• Left hand fingernails need to be short for correct placement. • Continue to reinforce the picking techniques for right hand using *p-i-m-a*, by introducing more literature that reinforces this technique.
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will**: • Continue to o identify, define, and use correct phrasing techniques o play familiar, simple melodies by ear o balance within the ensemble o play indicated dynamics • Develop the ability to: o improvise in common major and minor pentatonic scales o create improvised solos using melodic line, rhythm, tone quality, and style		• Perform individually and in small ensembles for the class, with assessment by peers and teacher. • Students will need to be familiar with the guitar fingerboard, scales, basic chord structures, and inner voices of chord structures to begin improvisation.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will develop the ability to**: • Identify, define, and use correct phrasing techniques • Play familiar, simple melodies by ear • Use contrasting dynamics and various tempo markings • Define and perform fundamental i, iv, and v chords, with the help of the circle of fifths • Read and play chords using a chord chart • Define and perform the various major and minor scales • Continue to develop a vocabulary of memorized chords • Read and play melodies using tab and/or standard notation in various positions • Use appropriate fingerings for each chord that appears in the music • Write a song using a chord progression • Create a melody and notate using tab and/or standard notation		• Play a scale in thirds • Balance with the ensemble • Identify the various key signatures. • Perform individually and in small ensembles for the class, with assessment by peers and teacher. • Define treble (G) clef, the lines and spaces, ledger lines used in music, bar lines, double bar lines, repeat signs, and all other markings applicable to the performance of the music. • Have students find TAB for a favorite song online: download it, learn to read, and play. • Become aware of alternate chord fingerings and alternate locations on the guitar fingerboard. • Practice filling in chord frames for chords learned with correct fingerings and correct chord names. • Transcribe a simple classical piece for guitar or ensemble and perform for the class. • Introduce basic binary form (AB and ABA) for composing.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Develop ability to count, clap, and perform rhythm patterns combining various notes and rests: whole, half, dotted half, quarter, dotted quarter, and eighth • Define and perform in 4/4, 3/4, 6/8, and 2/4 meter • Count, clap, and perform rhythm patterns using fermatas, ties, and pickup notes • Select various strumming patterns appropriate for the style and context of the repertoire		• Practice conducting patterns for the different time signatures using simple melodies as examples to conduct. • Have students create and notate rhythm patterns to strum on the guitar.
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Continue to develop ability to sight read literature at the appropriate level		• Rhythm reading drills.
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Understand appropriate concert etiquette as an audience member and performer • Develop appropriate practice techniques • Reinforce active listening skills		• Practice sheets • Periodically refrain from verbal cues. • Silent rehearsals • Sectionals • Small solo/ensemble experience.
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Develop knowledge of various styles of music utilizing guitar, other than the current popular trends, through listening in the classroom and attending live performances		• As students are introduced to the different styles, most guitarists have websites dedicated to them, with videos of their performances and downloads of their techniques available.

Mariachi

Grade(s): 9-12 **Length**: Two semesters **Credit**: 1 **Prerequisite(s)**: None	**Course Overview**: This course is designed for the student with no previous experience on guitar, vihuela, or guitarron. Students will learn and be able to demonstrate a variety of basic Mariachi styles and vocal and instrumental techniques. Students will learn basic note-reading skills.

National Core Music Standards	Course Goals (CG)
• **CREATING** (Cr): Conceiving and developing new artistic ideas and work • **PERFORMING** (Pr): Realizing artistic ideas and work through interpretation and presentation • **RESPONDING** (Re): Understanding and evaluating how the arts convey meaning • **CONNECTING** (Cn): Relating artistic ideas and work with personal meaning and external context	1. To develop correct vocal production technique. 2. To develop basic listening skills to develop correct posture, hand and instrument position. 3. To identify the parts of the guitar, vihuela and guitarron and appropriate string designations. 4. To demonstrate proper care and maintenance of the guitar, vihuela and guitarron. 5. To develop an awareness of correct tuning of the open strings. 6. To develop the ability to play with accurate intonation. 7. To understand the history and origin of the guitar, vihuela and guitarron and the role each plays within the Mariachi ensemble. 8. To demonstrate a knowledge of music fundamentals. 9. To recognize form in simple Mariachi styles through listening to recordings and live performances. 10. To demonstrate basic chords, simple chord progressions, scales and bass lines in first position. 11. To demonstrate proper strumming, finger style flat-picking techniques used in simple Mariachi styles. 12. To incorporate the traditional mánicos used in simple Mariachi styles into musical performances. 13. To demonstrate the ability to play basic scales and perform simple transpositions. 14. To demonstrate an awareness of the function of tablature as it relates to the guitar. 15. To improvise using short melodic phrases, variations, and basic chord progressions. 16. To demonstrate an awareness of the relationship between music and other arts disciplines. 17. To demonstrate an awareness of the role music plays in society and culture. 18. To demonstrate and awareness of the regional and historical significance and variations of Mariachi music.

Concept 1: Vocal Production				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Posture	CG 1, 2 & Pr	**Students will:** • Exhibit proper posture while seated or standing. **Strategies** • Instruct students to sit upright in their chairs, ensuring their backs are straight, heads aligned with their bodies, and feet flat on the floor. • Guide students to stand with a straight back, relaxed shoulders, and slightly bent knees.		
Breathing	CG 1 & Pr	**Students will:** • Utilize effective breathing methods to support their vocal tone. **Strategies** • Have students practice silent inhalation with an open throat. • Teach students to inhale using their diaphragm and gradually exhale, employing staggered breathing.	• Phrasing • Sustaining • Staggered breathing • Catch breath • Diaphragm	
Tone Production	CG 1 & Pr	**Students will:** • Produce a vocal tone with a relaxed throat. **Strategies** • Encourage students to simulate a yawn while inhaling and then exhale with a sigh. • Have students sing vowels in both Spanish and English, potentially using the International Phonetic Alphabet (IPA).	• Glottal • Registers • Diphthong • Falsetto • Timbre • Belting • Sustaining • Blending • Chest Voice • Head Voice • Mix • Vibrato • Melisma	

Concept 1: Vocal Production continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Tone Production continued…			• Slurs • Vocal Coloring • Vocal Fry • Yodelling • Intonation • Flat • Sharp • Projection • Vowels	
Diction	CG 1 & Pr	**Students will:** • Demonstrate clear diction in English and Spanish. **<u>Strategies</u>** • Use an egg shape visualization to help students articulate vowel sounds smoothly. • Teach students the proper use of consonants, focusing on attacks and releases, with specific attention to Spanish sounds (e.g., rolled r's).	• Syllables • Enunciation • Diction	
Vocal Placement	CG 1 & Pr	**Students will:** • Apply appropriate vocal placement. **<u>Strategies</u>** • Practice transitioning through vocal registers smoothly. • Instruct students to sing with resonance by focusing on vowel placement in their facial mask area.	• Belting • Piassagio • Voice types: Soprano, mezzo soprano/Alto, contralto, countertenor, tenor, baritone, and bass • Parts of the voice: larynx (voice box), esophagus, vocal folds, diaphragm, lungs, trachea (wind pipe), mouth, and nose.	

Concept 1: Vocal Production continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
History	Cg 8, Pr, Re, Cn	**Students will:** • Engage in simple harmony with matched resonance. **<u>Strategies</u>** • Encourage students to explore singing in harmony.	• Harmony • Melody • Triads	

Concept 2: The Guitar, Vihuela, and Guitarron				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Parts of Instruments	CG 3 & Pr	**Students will:** • Recognize the parts of the guitar, vihuela, and guitarron. **<u>Strategies</u>** • Guide students in memorizing the parts using correct terminology in English and Spanish. • Have students label parts of the instruments on a diagram. • Reinforce this knowledge with regular reviews.	• Guitar • Vihuela • Guitarron • Nut • Strings • Sound hole • Bridge • Headstock • Pick plate • Body • Neck • Fretboard • Afinador-fine tuner • Armonía • Barbáda • Boca armonía • Brazo • Cabeza • Ceja • Cejllla • Costilla • Cuerda(s) • Diapasón • Fondo • Maquinária • Púa • Puente • Puntal • Taliz • Tapa • Top • Trastos	• YouTube demonstration videos • Curriculum method books

Concept 2: The Guitar, Vihuela, and Guitarron continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Strings	CG 3 & PR	**Students will:** • Identify the open strings of each instrument by letter name and number. **Strategies** • Facilitate memorization of open strings. • Pair students to quiz each other on string numbers and letters. • Help students associate strings with traditional notation.	• Guitar Strings: E, A, D, G, B, E • Vihuela strings: A, D, G, B, E • Gutarron's Adjustable tuning	• YouTube demonstration videos • Curriculum method books
Care and Maintenance	CG 4 & Pr	**Students will:** • Demonstrate proper care for their instruments. **Strategies** • Provide handouts outlining care and maintenance. • Conduct regular checks to ensure students are following care practices.	• Cleaning cloth • Tuning Wrench • Allen wrench • Wire Clippers • Guitar Case • Nylon Strings • Steel Strings	• YouTube demonstration videos • Curriculum method books
History	Cg 8, Pr, Re, Cn	**Students will:** • Understand the history and origins of these instruments. **Strategies** • Play various styles of Mariachi music for analysis. • Guide students in tracing the instruments' geographical origins. • Lead discussions on the instruments' historical developments and cultural significance.	• Rancheras • Corridos • Cumbias • Boleros • Ballads • Sones • Huapangos • Jarabes • Danzones • Joropos • Pasodobles • Marches • Polkas • Waltzes • Chotís	• YouTube demonstration videos • Curriculum method books

Concept 3: Required Daily Procedures				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Posture	(CG 2) (Pr)	**Students will:** • Maintain correct posture while playing. **Strategies** • Demonstrate the proper way to retrieve and open the instrument case. • Instruct students to sit upright with feet flat and the instrument positioned correctly. • Guide students in holding their instrument in rest position. • Demonstrate correct standing posture with a guitar strap. • Teach proper guitarron positions in both sitting and standing.	• Feet • Rump • Back • Chin • Alexander Method for standing	• YouTube demonstration videos • Curriculum method books
Hand Position	(CG 2) (Pr)	**Students will:** • Develop correct hand positioning. **Strategies** • Show proper thumb placement on the neck for the left hand. • Encourage relaxed wrists and close elbows for the right arm. • Urge students to play without looking at the fingerboard.		• YouTube demonstration videos • Curriculum method books
Tuning	(CG 5) (Pr)	**Students will:** • Learn to tune their instruments correctly. **Strategies** • Demonstrate tuning with an electronic tuner. • Show tuning using specific frets for each string.	• 440 Hz • Frets	• YouTube demonstration videos • Curriculum method books

Concept 3: Required Daily Procedures continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Tuning continued…		• Example for Guitar: ○ 6th string 5th fret matches open 5th string ○ 5th string 5th fret matches open 4th string ○ 4th string 5th fret matches open 3rd string ○ 3rd string 4th fret matches open 2nd string ○ 2nd string 5th fret matches open 1st string • Example for Vihuela: ○ 5th string 2nd fret matches open 2nd string ○ 2nd string 3rd fret matches open 4th string ○ 4th string 2nd fret matches open 1st string ○ 1st string 3rd fret matches open 3rd string		

Concept 4: Music Fundamentals				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Musical Notation	CG 9 (Pr)	**Students will:** • Identify and perform various note values in different time signatures. **Strategies** • Have students clap rhythmic patterns in different time signatures. • Encourage counting rhythmic patterns aloud. • Facilitate improvisation of rhythms in a Call and Response format. • Incorporate games to reinforce rhythmic concepts.	• Time Signature • Key Signature • Scale • Note Stem • Note Head • Treble Clef • Tablature • Chords • Note Flag	• YouTube demonstration videos • Curriculum method books • Breezin' Thru Theory • Musictheory.net
Use of Clefs	CG 9 (Pr)	**Students will:** • Recognize treble and bass clef signs. **Strategies** • Instruct students to write clef signs on staff paper. • Use flashcards for identification practice. • Have students notate simple melodies in both clefs.	• Bass Clef • Treble Clef	• YouTube demonstration videos • Curriculum method books
Terminology	CG 9 (Pr)	**Students will:** • Use music-related terminology accurately. **Strategies** • Illustrate musical notation terms on the board for students to copy and define. • Identify examples of terminology in the music being studied. • Encourage demonstrations of understanding through score analysis.	• Staff • Measure • Bar line • Double bar line • Ledger lines • Estilo • Dinámica • Armonía • Interpretación • Tradición	• YouTube demonstration videos • Curriculum method books • Breezin' Thru Theory • Musictheory.net

Concept 4: Music Fundamentals continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Time Signature	CG 9 (Cr) (Pr)	**Students will:** • Identify basic time signatures. **Strategies** • Explain the significance of the top number in a time signature. • Clarify the meaning of the bottom number. • Guide students in composing rhythms in given time signatures. • Have students clap or play labeled beats in measures.	• Time Signature • Walz • Common Time	• YouTube demonstration videos • Curriculum method books • Breezin' Thru Theory • Musictheory.net
Key Signature	CG 9 (Pr)	**Students will:** • Recognize specific major key signatures. **Strategies** • Illustrate each key signature on the board. • Have students identify sharps and flats in key signatures. • Encourage students to copy key signatures onto staff paper. • Teach students the terminology used in the Mariachi genre for key signatures.	• Major Scales • Minor Scales	• YouTube demonstration videos • Curriculum method books • Breezin' Thru Theory • Musictheory.net

Concept 4: Music Fundamentals continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Chords/ Tablature	CG 11, 15 (Pr)	**Students will:** • Play common major chords in first position. **<u>Strategies</u>** • Discuss the concept of harmony and sing basic chord tones. • Illustrate the construction of triads. • Use Mariachi terminology for chord progressions. • Demonstrate correct finger positioning for each chord. • Explain finger movement between chords for easier transitions. • Have students practice simple chord progressions. • Encourage singing simple Mariachi songs while accompanying with chords. • Implement peer evaluations with specific guidelines. • Have students identify and play chords from tablature	• Triad • Primera • Segunda • Tercera • Fingerings • Tablature	• YouTube demonstration videos • Curriculum method books • Shed the Music • Breezin' Thru Theory • Musictheory.net

Concept 4: Music Fundamentals continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Note Reading	CG 7, 11 (Pr)	**Students will:** • Recognize and play notes on the treble and bass clefs in first position. **<u>Strategies</u>** • Encourage memorization of line and space names. • Use flashcards for note identification practice. • Guide students in playing notes with correct fingering. • Have students sing back notes played by the teacher. • Practice melodic phrases on each string. • Facilitate improvisation of melodic phrases with various rhythms. • Promote peer performances and evaluations.	• F.A.C.E. in the space • Empty, Garbage, Before, Dad, Flips • All, Cars, Eat Gas • Great, Big, Dogs, Fight, Alligators	• YouTube demonstration videos • Curriculum method books • Breezin' Thru Theory • Musictheory.net • Shed the Music • MusicWill (Formally "Little Kids Rock")
Playing & Singing Scales	CG 7, 9, 14 (Pr)	**Students will:** • Play and sing scales in specified keys using correct intonation. **<u>Strategies</u>** • Explain key signatures through scales and the circle of fifths. • Describe major scale construction. • Have students play each scale, focusing on finger placement. • Identify simple intervals. • Conduct scale performances with peer evaluations. • Have students sing scales using "moveable do" and "fixed do." • Teach patterns of whole and half steps using solfège. • Reinforce scale singing through improvisation.	• Whole steps and Half Steps of the Major scales (WWHWWWH) • Solfege	• YouTube demonstration videos • Curriculum method books • Breezin' Thru Theory • Musictheory.net • Shed the music • MusicWill (Formally "Little Kids Rock")

Concept 4: Music Fundamentals continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Rudiments of Bass Playing	CG 11 (Cr) (Pr) (Re)	**Students will:** • Play bass line accompaniment to simple chord progressions in a variety of keys. **<u>Strategies</u>** • Demonstrate and explain how the bass note is often the root of the chord. • Demonstrate and explain the root to fifth movement often found in bass lines. • Encourage students to improvise their own bass lines using just the root and 5th of the chords being played. • Using students in pairs, ask one student to play the chords while the other student plays the simple improvised bass line. • Have the other students evaluate each group performance with a strict set of guidelines provided by the teacher. Have them make suggestions regarding the bass part and how it might have been done differently and why.	• I - V movement • Improvisation • Chords • Walking Bass • Passing Tones • Intervals	• YouTube demonstration videos • Curriculum method books • Breezin' Thru Theory • Musictheory.net • Shed the music • MusicWill (Formally "Little Kids Rock")

Concept 4: Music Fundamentals continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Barre Chords	CG 11, 15 (Cr) (Pr)	**Students will:** • Show proper placement of "E" type and "A"type Barre Chords. **Strategies** • Introduce the E chord by demonstrating a new fingering that omits the use of the first finger, which will serve as the barre instead. • Instruct students to position their first finger across the nut while applying the new chord fingering. • Have students slide the new chord up the neck to reach the desired G position at the third fret of the sixth string. Clarify that by pressing their first finger against the third fret, they create a new chord that maintains the same shape as the open chord. • Demonstrate that this chord produces the same sound as the previously learned open G chord, explaining that this offers an alternative method for playing chords. • Encourage students to sing a variety of simple Mariachi songs while strumming basic barre chord accompaniments, either individually or in groups. • Have other students evaluate each performance using a clear set of criteria provided by the teacher, focusing on hand positioning, proper fingering, tone quality, and overall execution.	• First Finger • Nut • Capo	• YouTube demonstration videos • Curriculum method books • Breezin' Thru Theory • Musictheory.net • Shed the music • MusicWill (Formally "Little Kids Rock")

Concept 5: Mariachi Styles (Form)				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Ranchera Valseada	(CG 10, 13, 19) (Cr) (Pr) (Re) (Cn)	**Students will:** • Recognize the Ranchera Valseada style of Mariachi Music. **<u>Strategies</u>** • Play a recording of a Ranchera Valseada and have students describe its distinctive rhythmic pattern (mánico) within the Armonía. • Guide students in demonstrating the golpe strum technique. • Have students listen to various Ranchera Valseada performances by different Mariachi artists and note the common features (e.g., time signature, mánico, guitarrón rhythm). • Connect the origins of the Ranchera Valseada style to its historical and cultural context. • Encourage students to play and sing selections from the Ranchera Valseada repertoire. • Instruct students to identify the various sections present within the Ranchera Valseada. • Ask students to evaluate recorded Ranchera Valseada performances by articulating their thoughts using appropriate terminology. • Motivate students to compose a simple song inspired by the Ranchera Valseada style.	• Ranchera Valseada • Armonia • Glope Strum • Guitarron rhythm • Estilo	• Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. • Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. • Mariachi Method Book

Concept 5: Mariachi Styles (Form) continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Ranchera Lenta (Romantica)	(CG 10, 13, 19) (Cr) (Pr) (Re) (Cn)	**Students will:** • Recognize the Ranghera Lenta Style of Mariachi music. **<u>Strategies</u>** • Play a recording of a Ranchera Lenta and have students describe its characteristic rhythmic pattern (mánico) within the Armonía. • Instruct students to listen to several Ranchera Lenta (Romantica) pieces performed by various Mariachi artists and identify common elements (e.g., time signature, mánico, guitarrón rhythm). • Relate the origins of the Ranchera Lenta style to its historical and cultural background. • Have students perform and sing selections from the Ranchera Lenta repertoire. • Guide students in identifying the distinct sections of the Ranchera Lenta. • Ask students to assess recorded performances of Ranchera Lentas by expressing their descriptions in their own words using proper terminology. • Encourage students to write a simple song in the style of a Ranchera Lenta.	• Ranghera Lenta • Manico • Armonia • Romantica	• Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. • Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. • Mariachi Method Book

Concept 5: Mariachi Styles (Form) continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Bolero	(CG 10, 13, 19) (Cr) (Pr) (Re) (Cn)	**Students will:** • Recognize the Bolero Style. **Strategies** • Play a Bolero recording and ask students to describe its unique rhythmic pattern (mánico) within the Armonía. • Have students listen to several Boleros by different Mariachi artists and identify shared characteristics (e.g., time signature, mánico, guitarrón rhythm). • Connect the origins of the Bolero style to its historical and cultural significance. • Have students perform and sing Boleros. • Instruct students to identify the various sections within a Bolero. • Ask students to evaluate recorded Bolero performances by analyzing and expressing their thoughts using appropriate terminology. • Encourage students to compose a simple song inspired by the Bolero style.	• Bolero	• Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. • Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. • Mariachi Method Book

Concept 5: Mariachi Styles (Form) continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Polka	(CG 10, 13, 19) (Cr) (Pr) (Re) (Cn)	**Students will:** • Recognize the Polka Style. **Strategies** • Play a Polka recording and have students describe its distinctive rhythmic pattern (mánico) within the Armonía. • Have students listen to various Polkas performed by different Mariachi groups and identify common elements (e.g., time signature, mánico, guitarrón rhythm). • Discuss the historical and cultural roots of the Polka style. • Encourage students to play and sing Polkas. • Instruct students to identify the different sections within a Polka. • Have students evaluate recorded performances of Polkas by analyzing and describing the music in their own words using correct terminology. • Motivate students to compose a simple song in the style of a Polka.		• Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. • Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. • Mariachi Method Book

Concept 5: Mariachi Styles (Form) continued…				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Son Jailisciense	CG 10, 13, 19) (Cr) (Pr) (Re) (Cn)	**Students will:** • Recognize the Son Jalisciense Style. **Strategies** • Play a recording of a Son Jalisciense and ask students to describe its more complex rhythmic pattern (mánico) within the Armonía. • Have students listen to various Son Jaliscienses performed by different Mariachi groups and note common elements (e.g., time signature, mánico, guitarrón rhythm). • Discuss the historical and cultural background of the Son Jalisciense style.		• Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. • Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. • Mariachi Method Book

Concept 6: Traditions, History, and Careers				
Topic	**Standard**	**Objective**	**Key Vocabulary**	**Resources & Materials**
Related Disciplines, Traditions, and Cultural Celebrations	(CG 17) (Re) (Cn)	**Students will:** • Explain how Mariachi music relates to other disciplines. **<u>Strategies</u>** • Have students watch a video of a Ballet Folklorico performance, and ask them to discuss the similarities and differences between the two artistic forms and how they complement one another. • Encourage students to explore artworks centered on Mariachi and provide historical context about the artist or the artwork itself. (Refer to the San Antonio Mariachi-themed Art Exhibit and Competition) • Motivate students to create their own visual art piece inspired by Mariachi, the guitar, vihuela, or guitarrón. • Ask students to compile a list of films featuring Mariachi performances and discuss how the music portrayed specific moods in the narratives. • Encourage students to research the role of Mariachi in live theater productions. • Have students maintain a list of events where they encounter live Mariachi music. • Ask students to identify specific cultural traditions that prominently feature Mariachi (e.g., Quinceañeras, weddings) and suggest selections for each occasion.	• Mariachi • Interpretación • Tradición • Ranchera • Lentas	• Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. • Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. • Mariachi Method Book

Historical Context	(CG 19) (Re) (Cn)	**Students will:** • Trace the origins of the Mariachi genre and explain the historical and geographical context of each selection studied. **<u>Strategies</u>** • Have students explain how the Mariachi genre originated in Mexico. • Instruct students to discuss how historical events in Mexico influenced the development of the Mariachi genre. • Ask students to explore the origins of the guitar, vihuela, and guitarrón. • Have students describe how the instrumentation of the Mariachi ensemble has evolved throughout its history. • Ask students to identify and describe notable Mariachi ensembles that are prominent today. • Have students explore various traditions within the Mariachi genre (e.g., performance traditions, uniform traditions). • Review the significance of the lyrics and historical references present in the pieces studied. • Trace the origins of each Mariachi style examined. • Ask students to compare the historical developments of Ballet Folklorico and Mariachi.	• Interpretación • Tradición • Aletón • Botín(es) • Botonadura • Broche • Cinto Pitiado • Ebilla • Greca. • Liso • Moño • Motas/ motitas/ gargantillas. • Sombrero • Traje • Traje de Charro • charro suit,or mariachi suit. • Traje Campero • Traje Chinaco	• Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. • Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. • Mariachi Method Book
Careers	(CG 18) (Re) (Cn)	**Students will:** • Identify three career paths in the music field and explore local music career opportunities.	• Booking • Romoter • Sound Engineering • Music Licensing	• Fairbanks Arts Association • Fairbanks Concert Association

		Strategies • Provide students with brochures from professional organizations, music unions, or industry sources outlining career opportunities in music. • Discuss various job opportunities, required skills, training, benefits, and salary ranges within the music industry. Encourage students to compare music jobs with non-arts careers. • Have students compare and contrast the roles of a guitar luthier and a guitarist, researching the guitar-making process and the shared goals of both professions regarding material selection, sound quality, playability, and design. • Invite professionals from various music sectors to speak to the class about career opportunities in their fields (e.g., Music Therapy, Music Industry, Performance, Studio Musician, Composer, Arranger). • Have students conduct a research project to identify "working musicians" in their community, completing a job description form to detail responsibilities, requirements, and qualifications for each position found.	• Festival Circuit • Local Theatre	

Beginning Steel Pan Ensemble

Grade(s): 9-12 **Length**: One semester **Credit**: 0.5 **Prerequisite(s)**: None	**Course Overview**: *Beginning Steel Pan Ensemble* is designed for students who wish to learn how to play instruments in a steel pan ensemble. The course will spend time on scales, solo and ensemble literature, and appropriate level music written for the steel pan ensemble. This is a progressive skills course, which may be repeated for credit. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Follow the instructor's directions.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve sense of music history and cultural differences in music. • Use musical instruments with proper care. • Continue to enjoy a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Refine skills needed to perform instrument outside the classroom. • Develop and refine ability to make aesthetic judgments of music. • Develop and refine ability to make critical and constructive criticisms of one's own performance and the performances of others in music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Properly set up and put away the instrument. • Demonstrate proper care of the instrument, including proper placement of instrument on stands and proper storage in the cases.		• Instrument care day • Instrument demonstrations
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Demonstrate proper playing position. • Position stand and body to be able to watch the instructor at all times. • Demonstrate total body, arm, hand, wrist, and finger position.		• Teacher demonstrations • Posture tests
Playing Techniques	**AKAS:** PR **NCAS:** PR	**Students will**: • Demonstrate ability to hold mallets and play pans with the proper technique. • Learn how to play chords and rolls. • Increase speed of rolls.		• Teacher demonstrations • Table top and over the shoulder mallet exercises.
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Produce sounds demonstrating the characteristic tone quality of the instrument. • Demonstrate awareness of the sweet spot for each note on assigned steel pan.		• Teacher demonstrations of sweet spot.
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will**: • Be aware of phrasing as it pertains to form in a piece. • Play simple tunes by ear. • Demonstrate ability to balance within the section and within the whole ensemble. • Define and play all indicated dynamics, both as a soloist and related to the ensemble.		• Write in sections of the form.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Continue to develop the ability to name and play the notes of the lines and spaces of the staff in treble clef or bass clef, and appropriate ledger lines. • Identify and play sharp, flat, and natural signs. • Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level literature. • Memorize all major and minor key signatures indicated. • Define and play all indicated tempo markings.		• Identify and play sharp, flat, and natural signs. • Symbols and terms quizzes or tests
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Further develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, and dotted half.		• Daily rhythm activity
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Develop the ability to sight read appropriate level music literature.		• Sight read simple tunes
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Understand and follow the cues provided by the instructor. • Develop the ability to play as an ensemble without the aid of the instructor. • Develop the ability to learn by rote in the authentic tradition of steel pan playing. • Have the opportunity to improvise solos. • Stop playing, watch, and listen when the instructor stops the ensemble. • Understand appropriate concert etiquette as an audience member and a performer.		• Call and response activities. • Explanation of “engine room.”

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Be exposed to varying styles of traditional steel pan music, including but not limited to calypso, soca, and reggae. • Increase and refine knowledge and appreciation of various styles of music, other than current popular trends, through listening in the classroom and/or attending live performances.		• Play listening examples as part of anticipatory set.

Advanced Steel Pan Ensemble

Grade(s): 9-12 **Length**: One semester **Credit**: 0.5 **Prerequisite(s)**: Two semesters of *Steel Pan Ensemble* or teacher recommendation	**Course Overview**: *Advanced Steel Pan Ensemble* will spend time on scales, etudes, solo and ensemble literature, and appropriate level music written for steel pan ensemble. This group is a performance ensemble and represents the school at public functions and evening performances. This is a progressive skills course, which may be repeated for credit. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Follow the instructor's directions.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve sense of music history and cultural differences in music. • Use musical instruments with proper care. • Continue to enjoy a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Refine skills needed to perform instrument outside the classroom. • Develop and refine ability to make aesthetic judgments of music. • Develop and refine ability to make critical and constructive criticisms of one's own performance and the performances of others in music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Properly set up and put away the instrument. • Demonstrate proper care of the instrument, including proper placement of instrument on stands and proper storage in the cases.		• Instrument care day • Instrument demonstrations
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Demonstrate proper playing position. • Position stand and body to be able to watch the instructor at all times. • Demonstrate total body, arm, hand, wrist, and finger position.		• Teacher demonstrations • Posture tests
Playing Techniques	**AKAS:** PR **NCAS:** PR	**Students will**: • Demonstrate ability to hold mallets and play pans with the proper technique. • Improve playing chords and increase speed of rolls.		• Teacher demonstrations • Table top and over the shoulder mallet exercises
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Produce sounds demonstrating the characteristic tone quality of the instrument. • Demonstrate increased awareness of the sweet spot for each note on assigned steel pan. • Demonstrate increased awareness of variations in sound which result in using different mallets.		• Teacher demonstrations of sweet spot

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Ear Training	**AKAS:** RE, CO
	NCAS: RE, CN
		Students will:
		• Identify, define, and use correct phrasing techniques.
		• Play simple tunes by ear.
		• Demonstrate ability to balance within the section and within the whole ensemble.
		• Define and play all indicated dynamics, both as a soloist and related to the ensemble.
		• Develop the ability to:
		  ○ improvise in common major and minor scales and modes.
		  ○ create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music and the chord symbols provided.
		  ○ improvise by ear over a provided accompaniment.
				• Write in sections of the form

Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Name and play the notes of the lines and spaces of the staff in treble clef or bass clef, and appropriate ledger lines. • Identify and play sharp, flat, and natural signs. • Memorize and play a one octave scale, appropriate range permitting, in C and F major. • Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level literature. • Memorize all major and minor key signatures indicated. • Define and play all indicated tempo markings.		• Identify and play sharp, flat, and natural signs • Symbols and terms quizzes or tests

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Count and perform rhythm patterns combining various notes and rests, including: whole, half, quarter, eighth, sixteenth, dotted half, and dotted quarter.		• Daily rhythm activity
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sight read appropriate level music literature.		• Sight read simple tunes
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Understand and follow the cues provided by the instructor. • Develop the ability to play as an ensemble without the aid of the instructor. • Develop the ability to learn by rote in the authentic tradition of steel pan playing. • Have the opportunity to improvise solos. • Stop playing, watch, and listen when the instructor stops the ensemble. • Understand appropriate concert etiquette as an audience member and a performer.		• Call and response activities • Explanation of "engine room"
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Define and play the following musical styles: calypso, soca, and reggae. • Increase and refine knowledge and appreciation of various styles of music, other than current popular trends, through listening in the classroom and attending live performances.		• Play listening examples as part of anticipatory set

High School Band

Beginning Band

Grade(s): 9-12 **Length**: Two semesters **Credit**: 1 **Prerequisite(s)**: None	**Course Overview**: *Beginning Band* is open to any student with no previous instrumental training or those with less than one year's experience. The instruments taught are restricted to those normally found in band classes. This is a progressive skills course, which may be repeated for credit. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Follow teacher's directions.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Follow teacher's directions.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Demonstrate proper care of the instrument, including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Identify keys of the instrument by their proper names. • Properly assemble and disassemble the instrument. **<u>Reed Instruments</u>** **Students will**: • Care for reeds properly. • Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use. **<u>Brass Instruments</u>** **Students will**: • Main tuning slides. • Lubrication removal/application. • Water removal.	• Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key	• Instrument demonstrations • Instrument care day • Place posters of instruments around room. • Instruction for cork grease application. • Instruction for slide grease/oil application. • Instruction for valve oil application.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Develop playing posture and embouchure: total body, arm, hand, wrist, and finger position. • Position chair, stand, and body to be able to watch the conductor at all times. **<u>Woodwind & Brass Instruments</u>** **Students will**: • Properly support the instrument while sitting or standing to play. **<u>Percussion</u>** **Students will**: • Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments.	• Embouchure • Posture • Position	• Teacher demonstrations • Compare *good* and *bad* position.
Playing Techniques: Woodwind & Brass Instruments	**AKAS:** PR **NCAS:** PR	**Students will**: • Develop the use of proper tonguing and breathing techniques in the attack and release of standard articulations, legato, accents, and slurs. **<u>Brass</u>** **Students will**: • Develop ability to use slurs on consecutive harmonics (lip slurs). **<u>Trombone</u>** **Students will**: • Develop proper slur technique with slide and tongue.	• Breath support • Embouchure • Aperture • Articulation • Taper • Tonguing • double tonguing	• Rubank Method • Mouthpiece playing such as sirens and simple songs. • Call and response using specific articulations.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Percussion	**AKAS:** CR, PR **NCAS:** CR, PR	**<u>Snare Drum</u>** **Students will develop the ability to**: • Identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, five-stroke roll, nine-stroke roll, seventeen-stroke roll, single drag, ruff, single ratamacue, triple ratamacue, all from open to closed to open. • Play single stroke and double stroke rolls from open to closed to open. • Play on the rim and rim-shots. **<u>Bass Drum, Cymbals, & Auxiliary Percussion</u>** **Students will develop the ability to**: • Play with proper technique. • Play rolls on timpani, suspended cymbal, and triangle from open to closed to open. **<u>Mallet Percussion</u>** **Students will**: • Play indicated scales.	• Counting • Single stroke • Double stroke • Bounce stroke • Roll • Paradiddle • Flam • Flam tap • Rudiments • High stroke • Low stroke • Accent • Attack • Sustain • Mute • Dampen • Choke	• Teacher demonstrations • Rubank method • Playing with a metronome. • Lap playing • Call and response. • Touch playing bells.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will**: • Develop sounds demonstrating the characteristic tone quality of the instrument. • Develop awareness of ways to improve tone production. **<u>Woodwind and Brass Instruments</u>** **Students will**: • Develop ability to use proper breathing techniques. • Develop evenly sustained straight tones using a good embouchure. • Use correct tonguing techniques. **<u>Percussion</u>** **Students will develop the ability to**: • Produce characteristic single stroke, double stroke, and multiple bounce stroke rolls. • Produce an even sound with both hands while playing appropriate level rudiments. • Demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument.	• Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness	• Long tones • Long note championship. • Invite instrument specialists into the classroom to demonstrate proper tone. • Call and response on instruments. • Breathing exercises, such as breathing gym. • Comparing airstream to a hose, sprinkler, or balloon.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Ear Training	**AKAS:** CR, PR, RE
	NCAS: CR, PR
		Students will:
		• Identify and utilize the tuning mechanisms of the instrument.
		• Develop the ability to tune to a given pitch.
		• Play and tune instrument to a given pitch from an electronic tuner or another instrument.
		• Sing given pitch.
		• Develop the ability to:
		  ○ identify, define, and use correct phrasing techniques; and
		  ○ play familiar, simple tunes by ear.
		• Demonstrate ability to balance within the section and within the total ensemble.
		• Play indicated dynamics.
		
		<u>Woodwind & Brass Instruments</u>
		Students will develop the ability to:
		• Improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument.
		
		<u>Percussion</u>
		Students will develop the ability to:
		• Adjust tension on all types of drumheads and tune timpani, all with the aid of the instructor.
			• Active listening
			• Differentiate
			• Tune
			• Blend
			• Ascending and descending lines
			• Interval
			• Unison
			• Octave
			• Score study
			• Harmonic progression
				• Use of a tuner.
				• Internalization of the pitch (listen, sing, play).
				• Play scales in a round.
				• Rearrange band members around the room to foster listening and intonation skills.
				• Theta Music Trainer
				• Dynamics during warm-ups.
				• Pencil in breath marks as needed in music.
				• Play familiar, simple tunes by ear.
				• Sound pyramid

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Name and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble clef or bass clef. • Identify and play sharp, flat, and natural signs. • Identify and play scales in the keys of concert C, F, B^b, E^b, A^b, A, G, and D major for one octave. • Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument. • Play a chromatic scale over the indicated range of the instrument. • Write the scales listed above in both concert and transposed key signatures. • Define and demonstrate knowledge of: o Various signs as they occur in the music - repeat sign, solo/soli/tutti/divisi. o Terms - unison, standard accent, tenuto, staccato, marcato, first and second endings, one measure repeat sign, long rest, D.C. al fine, and fermata. o Dynamic markings - p, mp, mf, f, and the symbols for crescendo and decrescendo. o Key signatures for the above scales. o Tempo markings - andante, moderato, allegro, and ritardando. • Draw the notes and rests and musical symbols previously introduced. • Complete a given melody by filling in the missing notes. • Compose an ending to a given melody. • Compose a variation on a given melody. **<u>Woodwind & Brass Instruments</u>** **Students will:** • Use alternate fingerings/positions.	• Tracking • Fingering chart • Scale • Flat, sharp, natural sign • Major and minor • Pitch range	• Scale exercises • Write out scales • Write out rhythms • Post terms around the room. • Quarterly music theory exam. • Identify and play pitches within the following ranges: o Flute: eb to eb^2 o Saxophone: c to c^2 o French Horn: G to f1 o Oboe: d to C^2 o Bassoon: Bb^b to c o Trombone or Baritone: F to d o Clarinet: E to C^2 o Cornet or Trumpet: bb to f^1 o Tuba: AA to C

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, sixteenth, dotted half, and dotted quarter. • Define and perform in common time, cut time, 3/4, 2/4, and 6/8. • Perform rhythm patterns incorporating fermatas, ties, and pickup notes. • Replicate the conducting patterns used in 4/4, 3/4, and 2/4 meters.	• Steady beat • Accuracy • Beat division • Beat subdivision • Time signature • Meter • Beam • Notehead • Stem	• Daily rhythm activity • Replicate the conducting patterns 4/4, 3/4, 2/4, and 6/8 meters. • Rhythm flash cards

Sight Reading	**AKAS:** PR, RE
	NCAS: PR, RE
		Students will:
		• Develop ability to sight read appropriate level music literature including awareness of:
		  ○ key signature,
		  ○ time signature,
		  ○ rhythm,
		  ○ tempo markings,
		  ○ accidentals, and
		  ○ signs.
			• Score study	• Weekly sight reading

Concert & Rehearsal Expectations	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Understand and follow the conductor's right and left hand conducting patterns and gestures. • Stop playing, watch, and listen when the conductor stops the ensemble. • Understand appropriate concert etiquette as an audience member and a performer. • Develop appropriate practice techniques. • Develop and utilize appropriate warm-up techniques.	• Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness	• Practice sheets • Teacher demonstrations • Silent rehearsals • Replicate the conducting patterns 4/4, 3/4, and 2/4 meters.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Develop knowledge and appreciation of various styles of music, other than current popular trends, through listening in the classroom and attending live performances.	• Context • Repertoire • music literature	• Performance reports • Play recordings of standard band repertoire. • Attend and evaluate live performances.

Concert Band

Grade(s): 9-12 **Length**: Two semesters **Credit**: 1 **Prerequisite(s)**: Audition or teacher recommendation, and at least one year of experience playing requested instrument.	**Course Overview**: *Concert Band* is designed for those students who are not ready for the advanced courses, but are past the beginning stage. The course will spend time on technical exercises, scales, etudes, solo and ensemble literature, and appropriate level band literature. This group is a performance ensemble and represents the school at public functions, athletic events, and evening performances. This is a progressive skills course which may be repeated for credit. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Demonstrate ability to play with appropriate position and posture. • Follow the teacher's directions. • Perform basic music fundamentals taught previously. • Demonstrate knowledge of proper care and assembly of instrument.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Expand knowledge of music history and cultural differences in music. • Use musical instruments with proper care. • Be exposed to a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Develop skills needed to perform instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** B.1, D.1	**Students will**: • Demonstrate proper care of the instrument, including: cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Continue to properly assemble and disassemble the instrument in a timely manner. • Introduce instrument quality (student line, intermediate, and professional). • Introduce differences in mouthpieces and other hardware. **<u>Woodwind Instruments</u>** **Students will**: • Continue to evaluate reed strength and brand choice in relation to student progress. • Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use. **<u>Brass Instruments</u>** **Students will**: • Continue to develop tuning slide technique. • Lubricant removal/application.	• Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key	• Instrument demonstrations • Instrument care day. • Place posters of instruments around room. • Reinforcement of cleaning procedures of individual instruments.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	**AKAS:** B.1-2, D.1	**Students will**: • Continue to develop playing posture: total body, arm, hand, wrist, and finger position. • Continue to position chair, stand, and body to be able to watch the conductor at all times. **<u>Woodwind and Brass Instruments</u>** **Students will**: • Properly support the instrument while sitting or standing to play. • Proper neck-strap adjustment when applicable. **<u>Percussion</u>** **Students will**: • Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments.	• Embouchure • Posture • Position	• Teacher demonstrations
Playing Techniques: Woodwind & Brass Instruments	**AKAS:** A.1, B.1-2, C.3, D.1	**Students will**: • Continue development in the use of proper tonguing and breathing techniques in the attack and release of standard articulations, legato, accents, and slurs. • Continue to expand instrument playing range. **<u>Woodwinds</u>** **Students will**: • Develop ability to define and play trills, and grace notes. • How to read a trill chart.	• Breath support • Embouchure • Aperture • Articulation • Taper • Tonguing • double tonguing	• Rubank method • Double tonguing • Introduction to extended instrument family members (e.g. piccolo, bari sax, alto clarinet, bass trombone).

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Percussion	**AKAS:** A.3, B.1-2, C.3, D.1	**Snare Drum** **Students will**: • Continue development of the ability to identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, five-stroke roll, nine-stroke roll, seventeen-stroke roll, and drag/ruff. • Play single stroke and double stroke rolls with increased speed. • Play on the rim and rim-shots. **Bass Drum, Cymbals, & Auxiliary Percussion** **Students will**: • Continue to develop ability to play with proper technique. • Continue to develop ability to play rolls on timpani, suspended cymbal, and triangle. **Mallet Percussion** **Students will**: • Play indicated scales.	• Counting • Single stroke • Double stroke • Bounce stroke • Roll • Paradiddle • Flam • Flam tap • Rudiments • High stroke • Low stroke • Accent • Attack • Sustain • Mute • Dampen • Choke	• 40 essential rudiments • Hand and wrist checklist.
Tone Quality	**AKAS:** A.3, B.1-2, C.3, D.1	**Students will**: • Continue developing appropriate tone quality. • Demonstrate awareness of ways to improve tone production. **Woodwind and Brass Instruments** **Students will**: • Continue to develop ability to use proper breathing techniques. • Produce evenly sustained straight tones using an appropriate embouchure.	• Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness	• Long tones • Long note championship. • Invite instrument specialists into the classroom to demonstrate proper tone. • Produce a controlled and sustained vibrato if and when appropriate.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality continued…		**<u>Percussion</u>** **Students will continue developing the ability to**: • Produce characteristic single stroke, double stroke, and multiple bounce strokes. • Produce an even sound with both hands while playing appropriate level rudiments. • Demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument. • Demonstrate awareness of variation in sound produced by striking different areas of a given instrument. • Make appropriate mallet choice according to the needs of the specific instrument and piece.		
Ear Training	**AKAS:** A.3, B.1-2, C.3, D.1	**Students will continue to develop the ability to**: • Tune to a given pitch. • Play and tune instrument to a given pitch, from an electronic tuner, or another instrument. • Sing given pitch. • Develop the ability to identify, define, and use correct phrasing techniques. • Develop the ability to play familiar, simple tunes by ear. • Demonstrate ability to balance within the section and within the total ensemble. • Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble.	• Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression	• Use of a tuner. • Internalization of the pitch (listen, sing, play). • Play scales in a round. • Develop ability to tune properly while using a mute. • Dynamics during scale activities. • Sound Pyramid

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training continued…		**<u>Woodwind and Brass Instruments</u>** **Students will**: • Continue to develop ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument. **<u>Percussion</u>** **Students will**: • Continue to develop ability to adjust tension on all types of drum heads and to tune timpani.	•	•
Musical Literacy	**AKAS:** A.3, B.1-2, C.2-3, D.1	**Students will**: • Identify all notes in the appropriate clef. • Continue to develop an understanding of instrument transpositions and the difference between concert and written pitch. • Be able to identify whole steps and half steps and how they relate to major and minor scales. • Identify and play sharp, flat, and natural signs. • Memorize and play scales in the keys of concert C, F, B_b, E_b, A_b, D_b, G_b, B, E, A, D, and G major. • Play scales in the keys of C, F, Bb, and Eb natural minor. • Play and memorize a one octave chromatic scale. • Continue to define and demonstrate knowledge of various signs as they occur in the repertoire. • Use resources to look up definitions outside of class.	• Tracking • Fingering chart • Scale • Flat, sharp, natural sign • Major and minor • Pitch range	• Scale exercises • Students sing their part. • Post terms around the room. • Key signature identification • Meter identification • Hypothetical meter exercises. • Write out scales. • Write out rhythms. • Be able to identify the keys of the piano keyboard. • Complete a given melody by filling in the missing notes. • Write the key signatures and related scales in

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy continued…		• Continue to develop knowledge of the circle of fifths and how to use it to identify major and minor keys. • Define and play all indicated tempo markings in the repertoire and understand their use as expressive elements. • Define and play all indicated dynamic markings in the repertoire and understand their use as expressive elements. • Draw the notes, rests, and musical symbols previously introduced. **<u>Woodwind and Brass Instruments</u>** **Students will**: • Use alternate fingerings/positions. • Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument.		concert pitch and transposed pitch. • Compose an ending to a given melody. • Compose a variation on a given melody. • Recommended instrument ranges: o Flute: C4 to F6 (c' - f''') o Oboe: C4 to E6 (c' - e''') o Bassoon: Eb2 to Eb4 (Eb - eb) o Clarinet: F3 to G5 (F - g'') o Bass Clarinet F3 to G5 (F - g'') o Saxophones: C4 to E6 (c' - e''') o Cornet or Trumpet: G3 to E5 (g - e'') o French Horn: G3 to F5 (g - f'') o Trombone or Baritone/Euphonium: F2 to D4 (F - d') • Tuba: F1 to D3 (F - d)

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** A.3, B.1-2, D.1	**Students will**: • Count, clap, and perform rhythm patterns combining various notes and rests, including: whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter, dotted eighth, triplets, and other beat/note divisions. • Define and perform in all indicated meters. • Perform rhythm patterns incorporating fermatas, ties, pickup, and grace notes.	• Steady beat • Accuracy • Beat division • Beat subdivision • Time signature • Meter • Beam • Notehead • Stem	• Daily rhythm activity. • Syncopation activities • Rhythm flash cards. • Define and perform in polymetric and polyrhythmic idioms. • Replicate the conducting patterns used in common time, cut time, 4/4, 3/4, 2/4, and 6/8 meters. • Rhythm dictation
Sight Reading	**AKAS:** A.2-3, B.1, D.1	**Students will**: • Develop ability to sight read music literature at an appropriate level.	• Score study	• Weekly sight reading.
Concert & Rehearsal Expectations	**AKAS:** A.1-3, B.1-3, C.103, D.1-2	**Students will continue to**: • Understand and follow the conductor's right and left hand conducting patterns and gestures. • Stop playing, watch, and listen when the conductor stops the ensemble. • Understand appropriate concert etiquette as an audience member and performer. • Develop appropriate practice techniques. • Develop and utilize appropriate warm-up techniques. • Reinforce appropriate playing and resting position. • Reinforce active listening skills. • Experience playing repertoire in a wide variety of styles.	• Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness	• Practice sheets • Programming a variety of musical styles, including: marches, orchestral transcriptions, popular compositions, and contemporary literature at high school level. • Silent rehearsals • Sectionals • Small solo/ensemble experience.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** B.1, C.1-3, D.1-2	**Students will**: • Continue to develop knowledge of various styles of music and various composers, other than current popular trends, through listening in the classroom and/or attending live performances. • Develop ability to listen critically to music and discuss what they hear using musical vocabulary.	• context • repertoire • music literature	• Performance reports • Play recordings of standard band repertoire. • Identify musical styles, such as: marches, orchestral transcriptions, popular compositions, and contemporary literature at the high school level. • Form mapping exercises. • Melodic contouring exercises.

Jazz Band

Grade(s): 9-12 **Length**: Two semesters (may be repeated) **Credit**: 1 **Prerequisite(s)**: Audition or teacher recommendation, and at least one year experience playing the requested instrument.	**Course Overview**: *Jazz Band* is a performance ensemble elective designed for the advanced band student. This class gives students the opportunity to experience jazz music, its different styles, and unique creative process. Daily class time is spent on literature with a focus on technique, ensemble skills, and performance etiquette. Students will be required to also be in Symphonic Band, Concert Band, or Chamber Orchestra, unless they play an instrument not commonly found in those ensembles. There will be many opportunities to perform in concerts, at public functions, and to travel to regional and statewide music festivals. Recommended contact time for high school jazz band is 270 minutes per week. This is a progressive skills class, which may be repeated for credit. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Follow teacher's directions. • Perform basic music fundamentals taught previously.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve sense of knowledge of music history and cultural differences in music. • Use musical instruments with proper care. • Be exposed to a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Refine skills needed to perform instrument outside the classroom. • Develop and refine ability to make aesthetic judgments of music. • Develop and refine ability to make critical and constructive criticisms of one's own performance and the performances of others in music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue to demonstrate proper care of the instrument, including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Properly assemble and disassemble the instrument. • Identify parts of instrument by their proper names.	• Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key	• Instrument demonstrations • Instrument care day • Place posters of instruments around room. • Instruction for cork grease application. • Instruction for slide grease/oil application. • Instruction for valve oil application. • Students assist in deep-cleaning instruments at the end of the year.
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Continue development of proper playing posture: total body, arm, hand, wrist, and finger position. • Position chair, stand, and body to be able to watch the conductor at all times within a section.	• Embouchure • Posture • Position	• Teacher demonstrations

Playing Techniques: Woodwind & Brass Instruments	**AKAS:** PR
	NCAS: PR
		<u>Woodwinds</u>
		Students will:
		• Continue to develop and refine the ability to:
		  ○ use alternate fingers, and
		  ○ use vibrato.
		
		<u>Brass</u>
		Students will:
		• Continue to develop and refine the ability to:
		  ○ play in the upper range,
		  ○ use alternate positions/fingerings, and
		  ○ use vibrato (slide vibrato).
		• Play with various mutes and know their individual characteristics.
			• Improvisation
			• Background
				• Play in the altissimo register.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Rhythm Section	**AKAS:** PR **NCAS:** PR	**<u>Piano</u>** **Students will**: • Continue to develop and refine the ability to: o know and use chord symbols; o use chord symbols in comping technique; and o choose appropriate playing technique to portray melody, accompaniment (comping), and solos. • Introduce extended chords (9th, 11th and 13th). **<u>Bass</u>** **Students will**: • Continue to develop and refine the ability to: o play/improvise stylistically correct bass lines from chord symbols, and o keep accurate time. **<u>Guitar</u>** **Students will**: • Continue to develop and refine the ability to demonstrate chord shapes for major, minor, major 7, dominant 7, minor 7, and diminished 7 chords using 4th, 5th, and 6th string roots. • Introduce extended chords (9th, 11th and 13th). • Choose appropriate playing technique to portray melody, accompaniment (comping), and solos.	• Improvisation • Chords • Riffs	• Scales on rhythms • Scales in thirds • Compose stylistically correct bass lines from common chord symbols. • Use common chord symbols in comping technique for piano and mallet instruments. • Basic drumset beats like swing and rock.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Rhythm Section continued…		**<u>Percussion</u>** **Students will**: • Continue to develop and refine the ability to: o play the bass drum, hi-hat, ride cymbal, crash cymbal, snare drum, tom-toms, and additional cymbals; o Know and use chord symbols on the mallet instruments; and solo and comp on the mallet instruments.		
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue development of sounds demonstrating the characteristic tone quality of the instrument. • Continue to develop awareness of ways to improve tone production. • Continue to improve steady airstream.	• Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness	• Long tones • Long note championship. • Invite instrument specialists into the classroom to demonstrate proper tone. • Recognize the connection between playing posture and tone production.
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will**: • Continue to develop and refine the ability to: o identify, define, and use correct phrasing techniques in varying jazz styles, o balance within the section, and o balance within the total ensemble. • Develop knowledge and refine technique to improvise using major/minor scales and modes. • Develop the ability to create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music and chord symbols provided. • Improvise by ear using only the sounds created by the rhythm section.	• Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression	• Warm-ups with different dynamics. • Listening across the ensemble. • Examples of common major and minor scales/modes: major, natural minor, dorian, mixolydian, bebop, and blues. • Sit in different sections in rehearsal. • Lead players run sectionals.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training continued…		• Play jazz heads and riffs in differing key signatures without the aid of notation. • Transcribe simple melodies. • Transpose simple melodies. **<u>Rhythm Section</u>** **Students will**: • Continue to develop knowledge of ability to play as a unit and in response to the large ensemble or a soloist. **<u>Wind Players</u>** **Students will**: • Be introduced to the concepts of leads and supporting roles within a section.		• Trading twos and fours. • Transcribe and/or analyze solos from recordings. • Transposition exercises
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Develop knowledge of basic chord construction and symbols for major, minor, diminished, and augmented chords. • Continue to develop sufficient technique to: o memorize the circle of fifths for the playing range of the instrument at an appropriate level; and o memorize the blues scale for B_b, E_b, F, and C. • Develop the ability to identify and build bebop, blues, mixolydian, and dorian scales in all keys. • Continue to develop knowledge of and the ability to play the articulations as they occur in the repertoire. • Continue to develop a knowledge of accent markings and how they are performed in varying jazz styles.		• Play a classical piece in jazz style. • Terms matching quiz • Written tests • Compose a 12 bar or more blues riff and transpose it for all instruments in the ensemble.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Continue to develop knowledge of how notes and phrases are played in: swing, Latin, rock, ballad, and bebop styles. • Continue to expand rhythmic vocabulary and repertoire.		• Play rhythms in different styles and with different articulations. • Rhythm dictation
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Continue to develop ability to sight read literature at the appropriate level.		• Rhythm reading drills • Sight read middle school and high school charts.
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Continue to: o understand appropriate concert etiquette as an audience member and performer, o develop appropriate practice techniques, and o develop and utilize appropriate warm-up techniques. • Reinforce appropriate playing and resting position. • Reinforce active listening skills. • Experience playing repertoire in a wide variety of styles.	• Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness	• Practice sheets • Periodically refrain from verbal cues. • Silent rehearsals • Sectionals • Small solo/ensemble experience • Rearrange ensemble set up.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Continue to develop knowledge and appreciation of varying jazz styles and performers through classroom listening and attending live performances. • Refine the ability to identify and play different musical styles related to the jazz ensemble idiom. • Continue to develop ability to listen critically to music and discuss what they hear using musical vocabulary. • Recognize common jazz forms, such as 12 bar blues and ABA.	• Context • Repertoire • Music literature	• Form mapping exercises. • Melodic contouring exercises. • Have students analyze and critique a recording of their performance. • Funk, rock, swing, and Latin genres • Other examples: 12 bar song form, 32 bar song form, AABA, ABAC.

Modern Band

Grade(s): 9-12 **Length**: One semester or one year (designed to be flexible) **Credit**: 0.5 per semester **Prerequisite(s)**: None	**Course Overview**: *Modern Band* gives students the opportunity and resources to explore popular musical styles in an authentic, real-world learning environment through faculty facilitators, peer mentors, and self-teaching. Students who take modern band learn the basics of rock band instruments such as drums, bass, guitar, keyboard, as well as new instruments and programs which fall under music technology and production. Performance opportunities for modern band students happen frequently throughout the duration of the class and are comprised of cover songs as well as originals written in class. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Basic Guitar Skills Suggested time: 4 weeks	National Core Arts Standards: • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN)	**Students will**: • Know the parts of the guitar, string names, fret purposes, how to read chord chart, basic rhythms, and introductory tablature. • Be able to play basic guitar chords using correct fingerings, strum a basic rhythm pattern using a pick to a steady beat, read chord charts, and read tablature. • Be able to play basic chords using a basic strum pattern to a steady beat both individually and as a class. • Be able to interpret a chord chart and tablature.	• Guitar • Chord • Fret • Rhythm • Strum • Pick • Tablature	• Acoustic/ Electric Guitars • Cords • Sound Board • Speaker • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org
Basic Keyboard Skills Suggested time: 3 weeks	National Core Arts Standards: • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN)	**Students will**: • Know the layout of keyboard, names of keys, how to read chord charts, basic rhythms, understand Jam Cards, and basic note/ tablature reading. • Be able to play basic piano chords, play a basic rhythm pattern, read Jam Cards, and read tablature. • Be able to play basic chords using a steady beat individually and as a class. • Be able to interpret a jam card and tablature.	• Keyboard • Chord • Individual keys • Jam cards • Tablature	• Keyboards • Headphones • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org
Basic Bass Skills Suggested time: 1 week	National Core Arts Standards: • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN)	**Students will**: • Know (review) parts of bass guitar, string names, fret purposes, how to interpret chord chart, basic rhythms, and tablature. • Be able to play basic bass notes based on chords in time, using correct playing technique, create a basic rhythm pattern, read Chord Charts, and read tablature. • Be able to play a basic bass line using a proper technique individually and with a group. • Be able to interpret a chord chart and tablature.	• Guitar • Fret • Rhythm • Pluck • Tablature	• Electric Bass • Cord • Sound Board/ Speaker • Sound Amplifier • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Basic Drum Kit Skills Suggested time: 1 week	National Core Arts Standards: • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN)	**Students will**: • Know equipment names for drum kit, purposes of each part of the kit, how to play basic rhythms on the kit, how to read drum tablature. • Be able to play basic rhythms based on the style of song, using correct playing technique, create a basic rhythm pattern, and read drum kit tablature. • Be able to play a basic rhythm to a steady beat using a proper technique individually and with a group. • Be able to interpret a rhythm.	• Drum Kit • Snare • Hi Hat • Kick or Bass Drum • Suspended and Ride Cymbals • Drumsticks • Rhythm • Tablature	• Roland Drum Kit • Sound Board/ Speaker • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org
Vocal Techniques Suggested time: 9 weeks	National Core Arts Standards: • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN)	**Students will**: • Know basic song to sing in a band, and techniques on being a “front man.” • Understand the basics of vocal anatomy and proper technique, know how to warm up the muscles of the voice for singing, care and maintenance of the voice, replicate various vocal styles appropriate to age level in terms of vocal health, match pitch, and understand how to ready basic melody lines. • Be able to sing songs using basic techniques and rhythm both individually and with a group. Students will be able to interpret the proper notation for vocal performance.	• Diaphragm • Vocal chords • Vocal folds • Larynx • Trachea • Hydration straining • Breath control and support • Pitch • Interpretation • Stylistic techniques	• All class instruments • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ensemble Playing Suggested time: 8 weeks	National Core Arts Standards: • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN)	**Students will**: • Know a basic song to play basic guitar, keyboards, bass, drum kit using correct technique on songs with the class and small groups. • Play basic chords, notes, rhythms using the correct technique on each instrument. • Develop ensemble skills, including beginning and ending together and staying together throughout musical selections. • Be able to play songs on each instrument using basic techniques and rhythm both individually and with a group. • Be able to interpret the proper tablature for each instrument.	• Guitar • Keyboard • Bass • Drum kit • Chords • Rhythm • Tablature • Jam cards • Drumsticks • Pick	• All class instruments • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org

Symphonic Band

Grade(s): 9-12 **Length**: Two semesters (may be repeated) **Credit**: 1 **Prerequisite(s)**: Audition or teacher recommendation, and at least one year of experience playing the requested instrument.	**Course Overview**: *Symphonic Band* is designed for the advanced band student. The class will spend time on scales, technical exercises, etudes, solo and ensemble literature, and appropriate level band literature. This group is a performance ensemble and represents the school at public functions, athletic activities, and evening performances. This is a progressive skills class which may be repeated for credit. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Follow teacher's directions. • Demonstrate ability to play with appropriate position and posture. • Demonstrate knowledge of proper care and assembly of instrument. • Perform basic music fundamentals taught previously.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Expand knowledge of music history and cultural differences in music. • Use musical instruments with proper care. • Be exposed to a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Develop skills needed to perform instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Demonstrate proper care of the instrument, including: cleaning, proper carrying techniques while the instrument is assembled, proper storage in the case, and make appropriate adjustments for inclement weather. • Further develop and refine the ability to select appropriate reeds and mouthpieces appropriate to instrument, player, and music. • Demonstrate proper lubrication of the instrument: what to use, what not to use, and how to use.	• Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key	• Instrument demonstrations. • Instrument care day. • Place posters of instruments around room.
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Continue to develop proper playing posture and embouchure: total body, arm, hand, wrist, and finger position. **<u>Woodwind and Brass Instruments</u>** **Students will**: • Properly support the instrument while sitting or standing to play. • Proper neck-strap adjustment when applicable. **<u>Percussion</u>** **Students will**: • Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments.	• Embouchure • Posture • Position	• Teacher demonstrations

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Techniques: Woodwind & Brass Instruments	**AKAS:** PR **NCAS:** PR	**Students will**: • Use proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs. • Demonstrate increased ability to define and play double, triple, and flutter tonguing for appropriate instruments. • Continue to expand instrument playing range. **<u>Woodwinds</u>** **Students will**: • Continue to develop the ability to define and play trills, turns, and grace notes. • Demonstrate the ability to read a trill chart. **<u>Brass</u>** **Students will**: • Develop the advanced techniques associated with double and triple tonguing.	• Breath support • Embouchure • Aperture • Articulation • Taper • Tonguing • Double tonguing	• Rubank method • Buzzing activities • Arban's method
Playing Technique: Percussion	**AKAS:** PR **NCAS:** PR	**<u>Snare Drum</u>** **Students will**: • Continue to develop the ability to execute the 26 standard rudiments from fast to slow. • Play single stroke and double stroke rolls from fast to slow. • Play on the rim and rim-shots. **<u>Auxiliary Percussion</u>** **Students will**: • Demonstrate ability to play bass drum, cymbals, and auxiliary percussion with the proper technique.	• Counting • Single stroke • Double stroke • Bounce stroke • Roll • Paradiddle • Flam • Flam tap • Rudiments • High stroke • Low stroke • Accent	• Teacher demonstrations • Rubank method • Percussion ensemble/drumline activities. • Play the rudiments at various tempos.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Percussion continued…		• Play rolls on timpani, suspended cymbal, and triangle with increased speed. **<u>Mallet Percussion</u>** **Students will**: • Introduce rolls and chords using four mallet technique. • Memorize and play indicated scales.	• Attack • Sustain • Mute • Dampen • Choke	
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Produce sounds demonstrating the characteristic tone quality of the instrument. • Demonstrate increased awareness of ways to improve tone production. **<u>Woodwind and Brass Instruments</u>** **Students will**: • Continue to develop ability to use proper .breathing techniques. • Produce evenly sustained straight tones using a good embouchure. • Produce a controlled and sustained vibrato. **<u>Percussion</u>** **Students will continue to develop the ability to**: • Produce characteristic single stroke, double stroke, and multiple bounce strokes. • Produce an even sound with both hands while playing appropriate level rudiments. • Demonstrate awareness of variations in sound which result in using different beaters, mallets,	• Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness	• Long tones • Long note championship. • Invite instrument specialists into the classroom to demonstrate proper tone.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality continued…		and sticks in their placement on the appropriate instrument. • Play bass drum, cymbals, mallet instruments., and auxiliary percussion with proper technique. • Make appropriate mallet choice according to the needs of the specific instrument and piece.		
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will continue to**: • Demonstrate the ability to tune to a given pitch. • Play and tune instrument to a given pitch from an electronic tuner or another instrument. • Sing given pitch. **<u>Woodwind and Brass Instruments</u>** **Students will**: • Continue to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument. **<u>Brass</u>** **Students will**: • Introduce ability to tune properly while using various mutes. **<u>Percussion</u>** **Students will**: • Demonstrate ability to adjust tension on all types of drum heads, and to tune timpani using a pitch pipe or by singing the tuning pitch. • Continue to develop the ability to: o identify, define, and use correct phrasing techniques; and	• Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression	• Use of a tuner. • Internalization of the pitch (listen, sing, play). • Play scales in a round. • Rearranging band members around the room to foster listening and intonation skills. • Sing an entire piece. • Sound Pyramid

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training continued…		○ play familiar, simple tunes by ear. • demonstrate ability to balance within the section and within the total ensemble. • define and play all indicated dynamics, both as a soloist and related to the ensemble. • Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending live performances. • Further develop the ability to identify the following musical styles: marches, orchestral transcriptions, popular compositions, and contemporary literature of appropriate level music.		
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Identify all notes in the appropriate clef. • Identify and play sharp, double sharp, flat, double flat, and natural signs. • Memorize all major key signatures and play scales in the keys of concert C, F, B_b, E_b, G, A_b, D, A, G_b, D_b, B, and E major. • Memorize and play a one-octave scale in the keys of e, a, d, g, c, f, b_b, and e_b natural minor scales. • Identify the difference between natural, harmonic, and melodic minor. • Continue to develop an understanding of instrument transpositions and the difference between concert and written pitch.	• Tracking • Fingering chart • Scale • Flat, sharp, natural sign • Major and minor • Pitch range	• Scale exercises • Students sing their part. • Two octave scales (range permitting). • Write the indicated scales in both concert and transposed key signatures. • Post terms around the room. • Quarterly music theory exam. • Memorize relative minor key signatures. • Write out rhythms. • Have students compose a short chamber music piece, such as a

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy continued…		• Memorize and play a chromatic scale over the indicated range of the instrument in quarter notes. • Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level band literature. • Define and play all indicated tempo markings as they occur in the repertoire. • Draw the notes, rests, and musical symbols previously introduced. • Write the key signatures and related scales in written pitch. • Identify whole steps and half steps and how they relate to major and minor scales. • Identify the difference between relative and parallel minor keys. **<u>Woodwind and Brass Instruments</u>** **Students will**: • Use alternate fingerings/positions. • Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument.		percussion ensemble piece. • Recommended instrument ranges: ○Piccolo: D4 to C7 (c' - c'''') ○Flute: C4 to C7 (c' - c'''') ○Oboe: D4 to D6 (d' - d''') ○Bassoon: B_b1 to B_b4 (Eb - bb) ○Soprano Clarinet: E3 to G6 (E - g''') ○Bass Clarinet: F3 to G5 (F - g'') ○Saxophones: B_b3 to F6 (bb - F''') ○Cornet or Trumpet: F#3 to C6 ($f^{\#}$ - c''') ○French Horn: F3 to A5 (f - a'') ○Trombone or Baritone/Euphonium: F2 to B_b4 (F - bb') ○Tuba: F1 to G3 (F - g)

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Further develop ability to count and perform rhythm patterns combining various notes and rests, including: whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter, dotted eighth, triplets, and other beat/note divisions. • Define and perform in all indicated meters. • Identify polymetric and polyrhythmic idioms. • Perform rhythm patterns incorporating fermatas, ties, and pickup notes. • Replicate the conducting patterns used in common time, cut time, 4/4, 3/4, 2/4, and 6/8.	• Steady beat • Accuracy • Beat division • Beat subdivision • Time signature • Meter • Beam • Notehead • Stem	• Daily rhythm activity. • Syncopation activities • Allow students to conduct. • Incorporate mixed meter and compound meter pieces.
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Further develop the ability to sight read music literature at the appropriate level.	• Score study	• Weekly sight-reading.
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Continue to: o understand and follow the conductor's right and left hand conducting patterns and gestures, o stop playing, watch, and listen when the conductor stops the ensemble, o understand appropriate concert etiquette as an audience member and performer, o develop appropriate practice techniques, and o develop and utilize appropriate warm-up techniques. • Reinforce appropriate playing and resting position. • Reinforce active listening skills. • Experience playing repertoire in a wide variety of styles.	• Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness	• Practice sheets • Periodically refrain from verbal cues. • Silent rehearsals • Sectionals • Small solo/ensemble experience. • Demonstrate dynamics, articulations, and tempo through conducting. • Programming a variety of musical styles, including marches, orchestral transcriptions, popular compositions, and contemporary literature at high school level. • Rearrange ensemble set up.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Increase and refine knowledge and appreciation of various styles of music, other than current popular trends, through listening in the classroom and attending live performances. • Further develop the ability to identify the following musical styles: marches, orchestral transcriptions, popular compositions, and contemporary literature of appropriate level music. • Investigate careers in music. • Discuss ways to help achieve career goals.	• Context • Repertoire • Music literature	• Concert reports • Play recordings of standard concert repertoire. • Melodic contouring exercises • Form mapping exercises • Invite local musicians to speak in the classroom. • Invite local music education professors to speak in the classroom. • Create a resume. • Google search music careers. • Investigate public school teaching, private studio teaching, instrument repair, instrument design and production, store owner, professional musician, studio musician, part-time performer, composer, arranger, conductor, music therapist, critic, ethnomusicologist, sound technician, disc jockey, recording engineer, armed services musician, and others. • Portfolios, recordings, videos, internships, scholarship information, and mentors.

High School Choir

A Capella Choir

Grade(s): 9-12 **Length**: One semester (may be repeated) **Credit**: 0.5 **Prerequisite(s)**: Audition or teacher recommendation	**Course Overview**: *A Cappella Choir* is a performing vocal ensemble and represents the school at public functions and concerts. A limited amount of time is spent on study of basic vocal technique; the majority of time is spent on concert literature. Concert participation is required as outlined in the course syllabus. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals. • Show awareness of inner voices. • Read own voice part of vocal score. • Understand vocal instrument; sing in tune with proper tone. • Perform basic music fundamentals: quality, posture, diction, and breathing.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Perform alone or with others a varied repertoire of music. • Read and notate music and utilize music concepts. • Evaluate music and music performance. • Use acquired knowledge to listen, analyze, and describe music. • Display proper self-discipline in various music settings.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Recognize human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Describe anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production.	• Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone	• Develop the cycle of inhalation/exhalation through exercises involving active use of the major breathing muscles (see Appendix). • Practice the *Ladder*, and *Relaxation* exercises, (see Appendix).
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • When sitting down: o sit on the edge of their chair, o keep their back straight, o rest their feet flat on the floor, and o keep their hands in the lap. • When standing: o keep their feet about shoulder width apart, o keep their back straight, o let their knees remain loose and not locked, and o keep their hands down at their sides.	• Posture placement	• Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques	**AKAS:** PR **NCAS:** PR	**Students will**: • Demonstrate the ability to sing in tune. • Demonstrate singing with uniform vowel and consonant production. • Demonstrate the ability to sing through register changes. • Demonstrate appropriate use of vibrato. • Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice.	• Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic	• Practice *Breathing*, the *Tank*, the *Siren*, and the *Snake* exercises (see Appendix). • Major and minor scales using sol-fa or numbers. • Chromatic phrases
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will sing**: • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air.	• Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support	

Ear Training	**AKAS:** RE, CO
	NCAS: RE, CN
		Students will:
		• Sing question and answer improvisations.
		• Improvise:
		  ○ utilizing scat singing technique,
		  ○ melodies over a harmonic structure, and
		  ○ add ornamentation to melodic lines.
		• Develop ability to match pitch.
		• Aurally recognize:
		  ○ in tune singing;
		  ○ major, minor, and chromatic tonalities; and
		  ○ major and minor intervals.
		• Write rhythmic and melodic dictation.
			• Pitch
			• Tuning
			• Major
			• Minor
			• Interval
			• Tone
			• Timbre
			• Chromatic
			• Voice Range
				• Give students the opportunity to utilize improvisation in a performance setting.
				• Minimize the use of the keyboard in the choir rehearsal so that students can hear the voices and better assess where improvement is needed.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Musical Literacy	**AKAS:** CR, PR, RE
	NCAS: CR, PR
		Students will:
		• Sing:
		  ○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to moderately difficult;
		  ○ a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music; and
		  ○ perform standard rhythm notation using syllables.
		• Recognize:
		  ○ meter signatures;
		  ○ major key signatures including key changes; and
		  ○ sight read, accurately and expressively, easy to moderately easy music.
		• Read notes in treble or bass clefs
		  ○ identify accidentals not in key signatures, and
		  ○ understand and interpret form and expressive markings.
			• Treble clef
			• Bass clef
			• Major key signatures
			• Key changes
			• Accidentals (sharp, flat, natural)
			• D.C./D.S. al Coda
			• D.C./D.S. al Fine
			• First and Second Endings
			• Fermata
			• Form
			• Rounds/ Canon
			• Melodic Contour
			• A capella
			• Unison
			• Partner song
			• Two part
			• Three part
			• Four part
			• Rounds
			• Style
			• Music periods
			• Genre
				• The choral literature for *A Cappella Choir* should be at a semi-advanced level of SAB and SATB octavos, (compared to *Mixed Choir*).
				• Sing songs in languages such as: Spanish, Latin, French, or German.
				• Sing a song using sign language.
				• Memorize order of sharps and flats, and rules to key signatures.
				• Perform standard rhythm notation through echo clapping, aurally, and note reading.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation.	• Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes	• Perform standard rhythm notation through echo clapping, aurally, and note reading. • Memorize the order of sharps and flats and rules to key signatures. • Play games to reinforce the treble clef (e.g. *Floor Staff Game* [five lines and spaces on floor, jump to correct note when called])
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate.	• Improvisation • Voice independence	• Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sing: o songs from memory, o with balance in an ensemble, and o own part a cappella as a solo or independently in the entire group. • Demonstrate: o an awareness of the melody line within an ensemble, o an awareness of inner voices, o ability to adjust to performance environment, o appropriate rehearsal behavior, o proper concert etiquette, o proper microphone technique, and o show correct stage presence to reflect the style of the music. • Follow cues for entrances releases, dynamics, phrasing, and tempo. • Use large motor skills in space limited by risers when appropriate. • Perform without a conductor with expression and accuracy. • Perform: o movement sequences; o and create choreography appropriate for various styles of music; and o apply appropriate posture while singing and both sitting and standing.	• Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and Releases • Phrasing • Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique	• Perform standard rhythm notation through echo clapping, aurally and note reading. • Use SmartMusic computer program to reinforce basic rhythms. • Watch video of performance; discuss and write an evaluation of skills. • Perform in concert. • Submit a recording for Solo and Ensemble. • Submit a recording for all-state.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Classify by genre and style a varied body of exemplary musical works. • Understand historical and cultural context of literature. • Investigate careers in music. • Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, and mentors.		• Interview individuals working in music careers and present to group. • Conduct a group in rehearsal or performance. • Use internet to research careers in music.

Chamber Choir

Grade(s): 9-12 **Length**: Two semesters **Credit**: 1 **Prerequisite(s)**: Audition or teacher recommendation	**Course Overview**: *Chamber Choir* is a select group of advanced singers and represents the school at public functions and concerts. Students are required to be enrolled in another school music ensemble. Concert participation is required as outlined in the syllabus. Students will develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Understand and follow conducting patterns and nuances. • Be able to follow the instructor's directions. • Sing vocal part independently. • Understand basic music fundamentals. • Show awareness of inner voices. • Read own voice part of vocal score. • Understand vocal instrument; sing in tune with proper tone. • Perform more advanced music fundamentals: quality, posture, diction, and breathing.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Recognize human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Describe anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm.	• Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone	• Practice the *Tank*, the *Snake*, and *Relaxation* exercises (see Appendix).
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • When sitting down: o sit on the edge of their chair, o keep their back straight, o rest their feet flat on the floor, and o keep their hands in the lap. • When standing: o keep their feet about shoulder width apart, o keep their back straight, o let their knees remain loose and not locked, and o keep their hands down at their sides.	• Posture placement	• Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.
Vocal Techniques	**AKAS:** PR **NCAS:** PR	**Students will**: • Demonstrate the ability to sing in tune. • Demonstrate singing with uniform vowel and consonant production. • Demonstrate the ability to sing through register changes. • Demonstrate appropriate use of vibrato. •	• Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing	• Practice *Breathing*, and the *Siren* exercises (see Appendix). • Major and minor scales using sol-fa or numbers. • Chromatic phrases.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques continued…		• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass.	• Major • Minor • Chromatic	
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air.	• Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support	

Ear Training	**AKAS:** RE, CO
	NCAS: RE, CN
		Students will:
		• Develop ability to match pitch.
		• Aurally recognize:
		  ○ in tune singing;
		  ○ major, minor, and chromatic tonalities; and
		  ○ major and minor intervals.
		• Write rhythmic, melodic, and harmonic dictation.
			• Pitch
			• Tuning
			• Major
			• Minor
			• Interval
			• Tone
			• Timbre
			• Chromatic
			• Voice Range
				• Minimize the use of the keyboard in the choir rehearsal so that the students can hear the voices and better assess where improvement is needed.
				• Give students the opportunity to utilize improvisation in a performance setting.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Perform standard rhythm notation using syllables. • Recognize time signatures. • Recognize major key signatures. • Sight read, accurately and expressively, easy to difficult music. • Read notes in treble or bass clefs. • Identify accidentals not in key signatures. • Understand and interpret form and expressive markings. • Sing folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to difficult. • Sing a cappella, unison with accompaniment, descants, and four-to-eight-part music. • Demonstrate an awareness of the melody line within an ensemble. • Demonstrate an awareness of inner voices. • Demonstrate an ability to adjust to performance environment. • Demonstrate an appropriate rehearsal behavior. • Demonstrate proper concert etiquette. • Demonstrate proper microphone technique.	• Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre	• The choral literature for chamber choir should be at an advanced level of SAB and SATB octavos (compared to Mixed and concert choir). • Sing songs in languages such as: Spanish, Latin, French, or German. • Sing a song using sign language.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation.	• Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes	• Perform standard rhythm notation through echo clapping, aurally, and note reading. • Memorize the order of sharps and flats and rules to key signatures. • Play games to reinforce the treble clef (e.g. *Floor Staff Game* [five lines and spaces on floor, jump to correct note when called]).
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate.	• Improvisation • Voice independence	• Improvise call and responses. • Trading twos or fours.
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sing songs from memory. • Sing with balance in an ensemble. • Sing own part a cappella as a solo or independently in the entire group. • Show correct stage presence to reflect the style of the music. • Perform without a conductor with expression and accuracy.	• Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and Releases • Phrasing	• Perform standard rhythm notation through echo clapping, aurally and note reading. • Practice the *Ladder* exercise (see Appendix). • Watch video of performance-discuss and •

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
		• Perform movement sequences and create. • Perform choreography appropriate for various styles of music. • Follow cues for entrances releases, dynamics, phrasing, and tempo. • Follow use large motor skills in space limited by risers when appropriate. • Apply appropriate posture while singing, both sitting and standing.	• Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique	write an evaluation of skills. • Perform in concert. • Submit a recording for Solo and Ensemble. • Submit a recording for all-state.
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Classify by genre and style a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary. • Understand historical and cultural context of literature. • Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply the criteria in their personal participation in music. • Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models. • Investigate careers in music. • Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, and mentors.		• Observe concert performances by various groups and discuss skills. Critique sheets can be used for the students to evaluate the performance. • Listen to recorded ensemble performances, have the students engage in a class critique. • Interview individuals working in music careers and present to group. • Conduct and/or prepare a large or small ensemble. • Use internet to research music careers.

Concert Choir

Grade(s): 9-12 **Length**: Two semesters **Credit**: 1 **Prerequisite(s)**: Audition or teacher recommendation	**Course Overview**: *Concert Choir* is a performing vocal ensemble and represents the school at public functions and concerts. A limited amount of time is spent on study of vocal technique; the majority of time is spent on concert literature. Concert participation is required as outlined in the course syllabus. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals. • Show awareness of inner voices. • Read own voice part of vocal score. • Understand vocal instrument; sing in tune with proper tone. • Perform basic music fundamentals: quality, posture, diction, and breathing.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Recognize human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Describe anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm.	• Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone	• Develop the cycle of inhalation/exhalation through exercises involving active use of the major breathing muscles. • Practice *Relaxation* and the *Ladder* exercises (see Appendix).

Posture	**AKAS:** PR
	NCAS: PR
		Students will:
		• When sitting down:
		  ○ sit on the edge of their chair,
		  ○ keep their back straight,
		  ○ rest their feet flat on the floor, and
		  ○ keep their hands in the lap.
		• When standing:
		  ○ keep their feet about shoulder width apart,
		  ○ keep their back straight,
		  ○ let their knees remain loose and not locked, and
		  ○ keep their hands down at their sides.
			• Posture placement	• Use a posture checklist.
				• Compare good and bad posture.
				• Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques	**AKAS:** PR **NCAS:** PR	**Students will**: • Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice. • Demonstrate singing with uniform vowel and consonant production. • Demonstrate the ability to sing through register changes. • Demonstrate appropriate use of vibrato. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass.	• Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic	• Practice *Breathing*, and the *Tank* exercises (see Appendix). • Major and minor scales using sol-fa or numbers. • Chromatic phrases.
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will sing**: • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air.	• Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support	

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Ear Training	**AKAS:** RE, CO
	NCAS: RE, CN
		Students will:
		• Sing question and answer improvisations.
		• Develop ability to match pitch.
		• Aurally recognize:
		  ○ in tune singing;
		  ○ major, minor, and chromatic tonalities; and
		  ○ major and minor intervals.
		• Write rhythmic and melodic dictation.
		• Improvise:
		  ○ utilizing scat singing technique,
		  ○ melodies over a harmonic structure, and
		  ○ by adding ornamentation to melodic lines.
			• Pitch
			• Tuning
			• Major
			• Minor
			• Interval
			• Tone
			• Timbre
			• Chromatic
			• Voice Range
				• Give students the opportunity to utilize improvisation in a performance setting.

Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Classify by genre and style a varied body of exemplary musical works. • Understand historical and cultural context of literature. • Perform standard rhythm notation using syllables. • Recognize meter signatures. • Recognize major key signatures including key changes. • Sight read, accurately and expressively, easy to moderately easy music. • Read notes in treble and bass clefs. • Respond to accidentals not in key signatures. • Understand and interpret form and expressive markings.	• Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre	• The choral literature for concert choir should be at a semi-advanced level of SAB and SATB octavos, (compared to *Mixed Choir*). • Sing songs in languages such as: Spanish, Latin, French, or German. • Sing a song using sign language. • Memorize order of sharps and flats and rules to key signatures. • Perform standard rhythm notation through echo clapping, aurally and note reading.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation.	• Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes	• Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize the order of sharps and flats and rules to key signatures. • Play games to reinforce the treble clef (e.g. *Floor Staff Game* [five lines and spaces on floor, jump to correct note when called]).
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate.	• Improvisation • Voice independence	• Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Concert & Rehearsal Expectations	**AKAS:** PR, RE
	NCAS: PR, RE
		Students will:
		• Sing:
		  ○ songs from memory with balance in an ensemble, and
		  ○ own part a cappella as a solo or independently in the entire group.
		• Demonstrate:
		  ○ an awareness of the melody line within an ensemble,
		  ○ an awareness of inner voices,
		  ○ an ability to adjust to performance environment,
		  ○ proper microphone technique,
		  ○ appropriate rehearsal behavior, and
		  ○ proper concert etiquette.
			• Ensemble
			• Posture
			• Stage presence
			• Style
			• Conducting pattern
			• Cue
			• Entrances and Releases
			• Phrasing
			• Tempo
			• Evaluate
			• Reflect
			• Choreography
			• Performance etiquette
			• Evaluation
			• Critique
				• Perform standard rhythm notation through echo clapping, aurally and note reading.
				• Use SmartMusic computer program to reinforce basic rhythms.
				• Watch video of performance-discuss and write an evaluation of skill.
				• Perform in concert.
				• Submit a recording for solo and ensemble.
				• Submit a recording for all-state.

Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will sing**: • folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from medium to difficult. • a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music.		

Mixed Choir

Grade(s): 9-12 **Length**: Two semesters **Credit**: 1 **Prerequisite(s)**: None	**Course Overview**: *Mixed Choir* offers instruction in vocal technique and is open to all students. The development of correct posture and technique is stressed and there are opportunities for ensemble singing as students become ready. Performance opportunities may be made available for various audiences as described in the course syllabus. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals (preferred but not required). • Experience western and world music.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Identify the human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Describe the anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm. • Demonstrate proper warm-up techniques. • Understand voice care and how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm.	• Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone	• Instrument demonstrations • Model appropriate use and care of instrument. • Practice *Breathing, Relaxation,* the *Snake,* and the *Ladder* exercises (see Appendix).
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • When sitting down: o sit on the edge of their chair, o keep their back straight, o rest their feet flat on the floor, and o keep their hands in the lap. • When standing: o keep their feet about shoulder width apart, o keep their back straight, o let their knees remain loose and not locked, and o keep their hands down at their sides.	• Posture placement	• Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques	**AKAS:** PR **NCAS:** PR	**Students will**: • Sing in tune using proper tone quality, posture, diction, breathing, voice classification, appropriate tempo, dynamics, style, articulation, and phrasing. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune, and with proper projection techniques. • Develop techniques for the enhancement of vocal resonance and projection of the voice. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass.	• Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic	• Practice *Breathing*, *Relaxation*, the *Tank*, the *Siren*, and the *Snake* exercises (pg. A-104). • Major and minor scales using sol-fa or numbers • Chromatic phrases
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will sing**: • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air.	• Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support	

Ear Training	**AKAS:** RE, CO
	NCAS: RE, CN
		Students will:
		• Develop ability to match pitch alone and with others.
		• Aurally recognize:
		  ○ in tune singing, and
		  ○ major and minor intervals.
		• Listen to vocal recording.
		• Identify vocal ranges as soprano, alto, tenor and bass and use this terminology when discussing choral music.
		• Sing question and answer improvisations.
		• Improvise utilizing scat singing technique.
		• Add ornamentation to melodic lines.
		• Improvise melodies over a harmonic structure.
			• Pitch
			• Tuning
			• Major
			• Minor
			• Interval
			• Tone
			• Timbre
			• Chromatic
			• Voice Range
				• Have students listen to minor and chromatic tonalities on the keyboard.
				• Play recordings of songs in major and minor keys.
				• Discuss the differences in the tone, feel, timbre, etc.
				• Minimize the use of the keyboard in the choir rehearsal.
				• Give students the opportunity to utilize improvisation in a performance setting.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Write rhythmic and melodic dictation. • Read notes in treble or bass clefs. • Recognize and identify major key signatures including key changes. • Correctly read accidentals. • Read musical road map signs in music, including d.c al fine, repeat signs, d.s coda, first and second endings, and fermata. • Follow one or more lines of music within a score. • Recognize the following forms: ab, aba, use dc al fine and fine, rounds and canon. • Identify pitch and melodic patterns as they appear in the treble and bass clef; review contour of melodic lines. • Sing a cappella, in unison with accompaniment, partner songs, two part, three and four-part rounds, and three-part music. • Sing a song using sign language. • Sing songs from a variety of cultures, languages, periods, and styles. • Distinguish between a variety of songs and styles; develop a repertoire of seasonal and ethnic songs from various countries of origin.	• Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre	• Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize order of sharps and flats and rules to key signatures. • Use SmartMusic computer program to reinforce basic rhythms. • Reinforce the grand staff and read treble and bass clef, (e.g. floor *Staff Game* - five lines and spaces on floor, jump to correct note when called). • Compare and contrast the same music performed by various artists. • Write original lyrics to a familiar tune. • Create movement using various dance forms where appropriate to the choral repertoire.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation.	• Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes	• Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize the order of sharps and flats and rules to key signatures. • Play games to reinforce the treble clef (e.g. • *Floor Staff Game* [five lines and spaces on floor, jump to correct note when called]).
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate.	• Improvisation • Voice independence	• Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Concert & Rehearsal Expectations	**AKAS:** PR, RE
	NCAS: PR, RE
		Students will:
		• Demonstrate:
		  ○ an awareness of the melody line within an ensemble;
		  ○ correct posture while performing;
		  ○ correct stage presence to reflect the style of the music;
		  ○ understanding a varied repertoire of songs through singing, music reading, and listening;
		  ○ proper performance etiquette and techniques; and
		  ○ how to select a repertoire of songs to reflect a selected theme or subject of the music to be performed.
		• Follow the conductor's cues for entrances, releases, dynamics, phrasing, and tempo.
		• Perform:
		  ○ songs from memory with balance in an ensemble,
		  ○ vocal part a cappella as a solo or independently in the entire group
		  ○ movement sequences,
		  ○ choreography appropriate for various styles of music,
		  ○ appropriate dynamic markings in music text, and
		  ○ appropriate breath control.
		• Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
		• Distinguish between a variety of songs and styles.
			• Ensemble
			• Posture
			• Stage presence
			• Style
			• Conducting pattern
			• Cue
			• Entrances and Releases
			• Phrasing
			• Tempo
			• Evaluate
			• Reflect
			• Choreography
			• Performance etiquette
			• Evaluation
			• Critique
				• Prepare and polish music for concerts.
				• Watch video/DVD of concert performance; discuss and write an evaluation of skills.
				• Practice the *Ladder* exercise (pg. A-104).
				• Use SmartMusic computer program to reinforce basic rhythms.
				• Match patterns and phrases with rhythmic and tonal accuracy recognize and respond to various dynamic levels.
				• Have students attend performances of various types of music. Prior to the performance, hand out critique sheets and discuss specific areas to pay close attention. After the performance, read and discuss the student's critique sheets.
				• Listen to recorded ensemble performances; have the students engage in a class critique.
				• Use additional materials such as: *K-8 Music Magazine, Music Alive!, Music Express, Activate,* and *Get America Singing Vols. I & II,* etc.
				• Participate in a music festival.
				• Sing folk, popular, art, spirituals, novelty, patriotic, jazz, sacred literature, and chorales.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Connecting	**AKAS:** CO
	NCAS: CN, RE
		Students will:
		• Discuss personal interest in, knowledge about, and purpose of varied musical selections.
		• Listen and discuss music of various cultures and genres.
		• 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.
		• Investigate careers in music.
		• Articulate feedback using descriptive language and musical vocabulary.
		• Listen, Discuss and Sing:
		  ○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to moderate; and
		  ○ a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music.
		• Describe how period, composer, and/or culture relate to a given work.
		• Classify by genre and style a varied body of exemplary musical works.
		• Understand historical and cultural context of literature.
		• Develop criteria for evaluating the quality and effectiveness of music performances and compositions, and apply the criteria in their personal listening and performing.
				• Provide opportunities for listening to a broad repertoire of choral literature.
				• Develop a repertoire of sacred and secular, music from around the world with understanding of their origins and purpose.
				• Provide opportunities for listening to a broad repertoire of choral literature.
				• Develop a repertoire of sacred and secular, music from around the world with understanding of their origins and purpose.
				• Use additional materials such as: *K-8 Music Magazine, Music Alive!, Music Express, Activate,* and *Get America Singing, Vols. I & II,* etc.
				• Sing songs in languages such as: Spanish, Latin, French, or German.
				• Sing a song using sign language.

Show/ Jazz Choir

Grade(s): 9-12 **Length**: One semester **Credit**: 0.5 **Prerequisite(s)**: By audition or teacher recommendation	**Course Overview**: *Show/ Jazz Choir* is a performance ensemble elective designed for the advanced choir student. This class gives students the opportunity to experience jazz and pop style music: their different styles and unique creative process. Daily class time is spent on literature with a focus on technique, ensemble skills, and performance etiquette. Movement and dance are an integral part of this course. Students will be required to be in a *Concert, Tenor/Bass, Treble Choir*, or another performing ensemble with instructor's permission. There will be many opportunities to perform in concerts, at public functions, and to travel to regional and statewide music festivals. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals. • Show awareness of inner voices. • Read own voice part of vocal score. • Understand vocal instrument; sing in tune with proper tone. • Perform basic music fundamentals: quality, posture, diction, and breathing.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Recognize human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Describe anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production.	• Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone	• Practice Breathing: the Snake, Relaxation, and the Ladder exercises (see Appendix)
Posture	**AKAS:** PR **NCAS:** PR	**<u>When Sitting Down</u>** **Students will**: • Sit on the edge of their chair. • Keep their back straight. • Rest their feet flat on the floor. • Keep their hands in the lap. **<u>When Standing</u>** **Students will**: • Keep their feet about shoulder width apart. • Keep their back straight. • Let their knees remain loose and not locked. • Keep their hands down at their sides.	• Posture placement	• Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques	**AKAS:** PR **NCAS:** PR	**Students will demonstrate**: • The ability to sing in tune. • Singing with uniform vowel and consonant production. • The ability to sing through register changes fluently. • Appropriate use of vibrato. • Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing • Develop proper projection techniques • Appropriate vowel and consonant formation, tone quality, and intonation • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass • Identify pitch and melodic patterns as they appear in the treble and bass clef; review contour of melodic lines (upward, downward, steps, skips, and repeated tones) sing and read melodic patterns using solfeggio syllables • Produce vocal/choral sound using proper posture, breathing and open throat techniques; perform repertoire using appropriate diction; appropriate proper choral techniques using	• Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic	• Practice the Tank and the Siren exercises (see Appendix) • Major and minor scales using sol-fa or numbers • Chromatic phrases
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will sing**: • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air.	• Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support	

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Ear Training	**AKAS:** RE, CO
	NCAS: RE, CN
		Students will:
		• Sing question and answer improvisations.
		• Improvise:
		  ○ utilizing scat singing technique,
		  ○ melodies over a harmonic structure, and
		  ○ by adding ornamentation to melodic lines
		• Develop ability to match pitch.
		• Aurally recognize:
		  ○ in tune singing;
		  ○ major, minor, and chromatic tonalities;
		  ○ major and minor intervals;
		  ○ jazz harmonies; and
		  ○ blues scales.
		Write rhythmic, melodic, and harmonic dictation.
			• Pitch
			• Tuning
			• Major
			• Minor
			• Interval
			• Tone
			• Timbre
			• Chromatic
			• Voice Range
				• Give students the opportunity to utilize improvisation in a performance setting.
				• Minimize the use of the keyboard in the choir rehearsal so that students can hear the voices and better assess where improvement is needed.

Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Sing folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from moderate to very difficult. • Sing a cappella, unison with accompaniment, descants, and four-to-eight-part music. • Sing three and four-part music using correct diction, tone production and accurate intonation. • Classify by genre and style a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary. • Understand historical and cultural context of literature. • Perform standard rhythm notation using syllables. • Recognize:	• Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ canon • Melodic contour • A capella • Unison • Partner song • Two part	• The choral literature for Show Choir should be a representation of Broadway, musical theater, pop culture (etc.), ranging from a moderate to advanced level. • The choral literature for Jazz Choir should be a representation of its American roots and its progression through history. • Sing songs in languages such as: Spanish, Latin, French, or German. • Sing a song using sign language.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
		○ time signatures; ○ major key signatures; and ○ sight read, accurately and expressively, easy to difficult music. • Read notes in treble or bass clefs. • Identify accidentals not in key signatures. • Understand and interpret form and expressive markings.	• Three part • Four part • Style • Music periods • Genre	• Perform standard rhythm notation through echo clapping, aurally and note reading.
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, 16th notes, and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, 16th notes, and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation.	• Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes	• Perform standard rhythm notation through echo clapping, aurally, and note reading. • Memorize the order of sharps and flats, and rules to key signatures. • Play games to reinforce the treble clef (e.g., Floor Staff Game [five lines and spaces on floor, jump to correct note when called]).
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate.	• Improvisation • Voice independence	• Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sing songs from memory. • Sing with balance in an ensemble. • Sing their own part a cappella as a solo or independently in the entire group. • Demonstrate an awareness of the melody line within an ensemble. • Demonstrate an awareness of inner voices. • Demonstrate an ability to adjust to performance environment. • Demonstrate proper microphone technique. • Demonstrate appropriate rehearsal behavior. • Demonstrate proper concert etiquette. • Show correct stage presence to reflect the style of the music. • Follow cues for entrances releases, dynamics, phrasing, and tempo. • Use large motor skills in space limited by risers when appropriate. • Perform without a conductor with expression and accuracy. • Perform movement sequences. • Create choreography appropriate for various styles of music.	• Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and Releases • Phrasing • Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique	• Invite professional choreographer to work with group. • Watch video of performance. Discuss and write an evaluation of skills. • Use SmartMusic computer program to reinforce basic rhythms. • Perform in concert. • Submit a recording for Solo and Ensemble. • Submit a recording for all-state.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply the criteria in their personal participation in music. • Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models. • Distinguish between a variety of songs and styles; develop a repertoire of seasonal and ethnic songs from various countries of origin; perform critical analysis of given musical compositions of various styles using appropriate musical terminology. • Develop repertoire of sacred and secular, music from around the world with understanding of their origins and purpose. • Perform standard rhythm notation through echo clapping, aurally, and note reading. • Investigate careers in music. • Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, and mentors.		• Student conductor • Interview individuals working in music careers and present to group. • Use internet to research music careers. • Critique a recorded performance of the group. • Observe concert performances by various Show Choir/ Jazz groups and discuss skills; critique sheets can be used for the students to evaluate the performance. • Listen to recorded ensemble performances; have the students engage in a class critique.

Tenor/ Bass Choir

Grade(s): 9-12 **Length**: Two semesters **Credit**: 1 **Prerequisite(s)**: Audition or teacher recommendation	**Course Overview**: *Tenor/Bass Choir* is a performing vocal ensemble of tenor and bass voices that represents the school at public functions and concerts. A limited amount of time is spent on studying vocal technique; the majority of time is spent on concert literature. Concert participation is required as outlined in the syllabus. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group • Be able to follow the instructor's directions • Understand basic music fundamentals • Show awareness of inner voices • Read own voice part of vocal score • Understand vocal instrument; sing in tune with proper tone • Perform basic music fundamentals: quality, posture, diction, and breathing of the music performed
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Recognize human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Describe anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm.	• Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone	• Practice the *Snake*, *Relaxation*, and the *Ladder* exercises (see Appendix).
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • When sitting down: o sit on the edge of their chair, o keep their back straight, o rest their feet flat on the floor, and o keep their hands in the lap. • When standing: o keep their feet about shoulder width apart, o keep their back straight, o let their knees remain loose and not locked, and o keep their hands down at their sides.	• Posture placement	• Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques	**AKAS:** PR **NCAS:** PR	**Students will**: • Demonstrate the ability to sing in tune. • Demonstrate singing with uniform vowel and consonant production. • Demonstrate the ability to sing through register changes. • Demonstrate appropriate use of vibrato. • Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Develop proper projection techniques. • perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass.	• Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic	• Practice *Breathing*, *Relaxation*, the *Tank*, the *Siren*, and the *Snake* exercises (pg. A-104). • Major and minor scales using sol-fa or numbers. • Chromatic phrases
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will sing**: • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air.	• Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support	

Ear Training	**AKAS:** RE, CO
	NCAS: RE, CN
		Students will:
		• Sing question and answer improvisations.
		• Improvise:
		  ○ utilizing scat singing technique,
		  ○ melodies over a harmonic structure, and
		  ○ by adding ornamentation to melodic lines.
			• Pitch
			• Tuning
			• Major
			• Minor
			• Interval
			• Tone
			• Timbre
			• Chromatic
			• Voice Range
				• Give students the opportunity to utilize improvisation in a performance setting.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Perform standard rhythm notation using syllables. • Recognize time signatures. • Recognize major key signatures. • Sight read, accurately and expressively, easy to difficult music. • Read notes in treble or bass clefs. • Identify accidentals not in key signatures. • Understand and interpret form and expressive markings. • Sing folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to difficult. • Sing a cappella, unison with accompaniment, descants, and two-to six-part music. • Classify by genre and style a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary.	• Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre	• Use additional materials such as: *K-8 Music Magazine, Music Alive!, Music Express, Activate,* etc. • Appropriate TB and TTBB choral literature should be utilized for this group. • Sing songs in languages such as: Spanish, Latin, French, or German. • Sing a song using sign language. • Perform standard rhythm notation through echo clapping, aurally and note reading.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation.	• Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes	• Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize the order of sharps and flats and rules to key signatures. • Play games to reinforce the treble clef (e.g. *Floor Staff Game* [five lines and spaces on floor, jump to correct note when called]).
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate.	• Improvisation • Voice independence	• Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sing songs from memory. • Sing with balance in an ensemble. • Sing own part a cappella as a solo or independently in the entire group. • Demonstrate an awareness of the melody line within an ensemble. • Demonstrate an awareness of inner voices. • Demonstrate an ability to adjust to performance environment. • Demonstrate proper microphone technique. • Demonstrate appropriate rehearsal behavior. • Demonstrate proper concert etiquette. • Show correct stage presence to reflect the style of the music. • Follow cues for entrances, releases, dynamics, phrasing, and tempo. • Use large motor skills in space limited by risers when appropriate. • Perform without a conductor with expression and accuracy. • Perform movement sequences. • Perform and create choreography appropriate for various styles of music.	• Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and Releases • Phrasing • Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique	• Watch video of performance-discuss and write an evaluation of skills. • Use SmartMusic computer program to reinforce basic rhythms. • Perform in concert. • Submit a recording for Solo and Ensemble. • Submit a recording for all-state.
Connecting	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Understand historical and cultural context of literature.		

Treble Choir

Grade(s): 9-12 **Length**: Two semesters **Credit**: 1 **Prerequisite(s)**: Bu audition or teacher recommendation	**Course Overview**: *Treble Choir* is a performing vocal ensemble and represents the school at public functions and concerts. The development of correct posture and technique is stressed, and there are opportunities for ensemble singing as students become ready. Concert participation is required as outlined in the course syllabus. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals. • Show awareness of inner voices. • Read own voice part of vocal score. • Understand vocal instrument; sing in tune with proper tone. • Perform basic music fundamentals: quality, posture, diction, and breathing.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Recognize human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Describe anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm.	• Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone	• Practice *Breathing*, the *Ladder*, and the *Snak*e exercises (see Appendix).
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • When sitting down: o sit on the edge of their chair, o keep their back straight, o rest their feet flat on the floor, and o keep their hands in the lap. • When standing: o keep their feet about shoulder width apart, o keep their back straight, o let their knees remain loose and not locked, and o keep their hands down at their sides.	• Posture placement	• Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Vocal Techniques	**AKAS:** PR
	NCAS: PR
		Students will:
		• Demonstrate:
		  ○ ability to sing in tune,
		  ○ singing with uniform vowel and consonant production,
		  ○ ability to sing through register changes, and
		  ○ appropriate use of vibrato.
		• Develop proper projection techniques.
		• Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing.
		• Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques.
		• Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass.
			• Tone
			• Posture
			• Breath support
			• Tempo
			• Dynamics
			• Style
			• Articulation
			• Phrasing
			• Major
			• Minor
			• Chromatic
				• Practice the *Tank*, and the *Siren* exercises (see Appendix).
				• Major and minor scales using sol-fa or numbers.
				• Chromatic phrases

Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will sing**: • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air.	• Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support	

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Ear Training	**AKAS:** RE, CO
	NCAS: RE, CN
		Students will:
		• Aurally recognize:
		  ○ in tune singing, and
		  ○ major, minor, and chromatic tonalities and intervals.
		• Classify by genre and style a varied body of exemplary musical works.
		• Understand historical and cultural context of literature.
		• Sing folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from medium-easy to moderately difficult.
		• Sing a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music.
		• Sing question and answer improvisations.
		• Improvise:
		  ○ utilizing scat singing technique,
		  ○ melodies over a harmonic structure, and
		  ○ by adding ornamentation to melodic lines.
			• Pitch
			• Tuning
			• Major
			• Minor
			• Interval
			• Tone
			• Timbre
			• Chromatic
			• Voice Range
				• Memorize intervals from known songs.
				• Minimize the use of the keyboard in the choir rehearsal so that the students can hear the voices and better assess where improvement is needed.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Perform standard rhythm notation using syllables. • Recognize all meter signatures. • Sight read, accurately and expressively, medium-easy to moderately difficult music. • Read notes in treble or bass clefs. • Recognize key signatures. • Identify accidentals not in key signatures. • Understand and interpret form and expressive markings. • Write rhythmic and melodic dictation. • Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.	• Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre	• Memorize order of sharps and flats and rules to key signatures. • Student lead reading of all music symbols, from beginning to end, in a written composition.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation.	• Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes	• Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize the order of sharps and flats and rules to key signatures. • Play games to reinforce the treble clef (e.g. *Floor Staff Game* [five lines and spaces on floor, jump to correct note when called]).
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate.	• Improvisation • Voice independence	• Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Sing own part independently from memory and with balance in an ensemble. • Demonstrate an awareness of melody line and inner voices. • Demonstrate proper concert etiquette, behavior, and stage presence. • Perform and create movement sequences. • Follow conductor cues and written musical markings.	• Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and Releases • Phrasing • Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique	• Watch video of performance; with a checklist, write evaluation of skills. • Observe concert performances by various groups and discuss skills. • Use SmartMusic computer program to reinforce basic rhythms. • Perform a musical theatre production. • Perform in concerts. • Submit a recording for solo and ensemble. • Submit an all-state recording.
Connecting	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Investigate careers in music. • Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, and mentors. • Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models.		• Student conductor: conduct and/or prepare a large or small group. • Interview individuals working in music careers and present to group. • Use the Internet to research music careers. • Listen to recorded ensemble performances, and have the students engage in a class critique. • Observe concert performances by various treble groups and discuss skills. Critique sheets can be used for the students to evaluate the performance.

High School Orchestra

Beginning Orchestra

Grade(s): 9-12 **Length**: Two semesters **Credit**: 1 **Prerequisite(s)**: None	**Course Overview**: *Beginning Orchestra* offers instruction in violin, viola, cello, and string bass technique and is open to any student with no previous training on these instruments. The development of correct posture and technique will be stressed and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences as described in the syllabus. Recommended contact time for high school orchestra is at least four times each week during the school day. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate audience/performance behavior appropriate for the context and style of music performed.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Participate cooperatively in a group. • Use musical instruments with proper care. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Extend knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Identify parts of the instrument. • Identify parts of the bow. • Identify names of the strings. • Demonstrate understanding of proper care and maintenance of instrument and bow.	• Bridge • Bow • String replacement • Chin rest	• Use diagram worksheets displaying instruments and parts.
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Arrange chair, stand, and body to be able to watch the conductor at all times. • Develop correct posture without excess tension. • Develop proper left arm position. • Develop proper right arm position for arco and pizzicato. • Develop proper bow grip.	• Arco position • Pizzicato position	• Violinist and violist should use shoulder rest or pad. • Use of rubrics and checklists. • Model correct playing posture. • Demonstrate with pictures.
Playing Techniques	**AKAS:** PR **NCAS:** PR	**Students will develop**: • Left hand finger placement for open string. • Major and minor tetrachord. • Finger patterns for whole steps, half steps, double stops, and chromatic alterations. • Right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, and up-bow to start. • Minor tetrachord. • Use of fourth finger for violin and viola.	• Bow grip • Finger Pattern • Shifting • String Position • Vibrato • Embellishments • Bowing Techniques	• Model correct bowing and pizzicato techniques. • Minor Mary Had A Little Lamb, Hot Cross Buns, Twinkle, Yankee Doodle in major and minor.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Concert & Rehearsal Expectations	**AKAS:** PR, RE
	NCAS: PR, RE
		Students will:
		• Develop the ability to be aware of correct intonation within an ensemble.
		• Develop the ability to understand the concept of melody and harmony.
		• Continue to develop active listening skills.
		• Have the opportunity to play repertoire of various styles.
		
		• Concert & Rehearsal Expectations:
		  ○ To feel and produce a steady beat.
		  ○ To watch and understand the conductor's beat patterns.
		  ○ To play an independent line within and without an ensemble.
		  ○ To be aware of all voices in an ensemble.
			• Beat Pattern
			• Ensemble
			• Active Listening Skills
			• Repertoire
				• Chorales
				• Chamber music
				• Work with metronome.
				• Sectionals
				• Introduce conducting patterns.

Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will develop**: • Recognize the characteristic tone quality of the instrument. • Awareness of ways to improve tone. • Production by developing control of bow. • Speed, bow weight, and bow placement.	• Control • Bow Speed • Bow Weight • Bow Placement	• Listen to live performances. • Model good tone quality.
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will develop the ability to**: • Recognize characteristic sound of a major scale. • Play simple tunes by rote. • Match a pitch. • Adjust left hand finger placement in order to manipulate a pitch. • Tune instrument to A440 from an electric tuner or another instrument.	• Scales • Major and Minor • Harmonies • Intervals • A440 Tuning	• Scales and thirds • Scales in harmonies of 3rd. • Match pitch with stand partner. • Sing scale in solfege. • Echo playing

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Musical Literacy	**AKAS:** CR, PR, RE
	NCAS: CR, PR
		Students will:
		• Identify and play:
		  ○ the notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef;
		  ○ the tempo markings as indicated in the repertoire;
		  ○ dynamic symbols as indicated in the repertoire;
		  ○ various signs as they occur in music as indicated in the repertoire;
		  ○ multiple-measure rest;
		  ○ in the keys of D, G, C, and A major; and
		  ○ pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range of instrument.
		• Develop and utilize an understanding of musical notation: identify and play key signatures for D, G, C, and A major.
			• Clef
			• Key Signatures
			• Scales
			• slurs
			• Dynamics
			• Accidentals (Sharp, Flat, Accidental, Double sharp, Double Flat)
				• Identify key signatures.
				• Play scales and chorales with dynamics.
				• F major
				• E minor
				• Reinforce with worksheets.
				• Mad minutes
				• Reverse mad minutes
				• Suggested instrument ranges:
				  ○ Violin and viola: notes in 1st and 3rd position.
				  ○ Cellos: notes in 1st and 4th positions.
				  ○ Basses: E2 - G4.
				• Draw the notes, rests, and musical symbols previously introduced.
				• Write the key signatures and scales in the keys of D, G, C, and A major.
				• Complete a given melody by filling in the missing notes.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Develop ability to read, count, clap, and play rhythm patterns combining various notes and rests, including: whole, half, dotted half, quarter, eighth, triplets, dotted quarter, sixteenth, and dotted eighth in the following meters - 4/4, 3/4, and 2/4. • Rhythm patterns incorporating ties, up-beats, and fermatas. • Develop and utilize an understanding of musical notation: identify and play rhythms in time signatures 4/4, 3/4, 2/4, and 6/8.	• Meter • Time Signature • Dotted notes • Eighth-sixteenth patterns, triplets, syncopation • Ties • up-beats/ down-beats • fermatas	• Use of a graded rhythm method. • Write in counting. • Rhythm dictation • Be able to identify whole steps and half steps and how they relate to a major scale. • Complete a given rhythmic pattern by filling in the missing notes.
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Refine sight reading skills including awareness of: ○ key signature, ○ time signature, ○ rhythm, ○ tempo markings, ○ accidentals, and ○ signs (e.g. bowing, repeats, D.S. & D.C. al fine/al coda).	• Time signatures • Key signatures • Tempo • Accidentals • Rhythm • signs	• **STARS**: ○ **S**- signatures, time, and key; ○ **T**- tempo; ○ **A**- accidentals; ○ **R**- rhythm; and ○ **S**- signs. • Routine sight reading.
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Develop the ability to play a variety of musical styles including baroque, classical, romantic, and contemporary literature. • Demonstrate knowledge of the different musical periods, composers, styles, and musical form as found in the standard literature used in class.	• Style • Genre	• Listen to a variety of musical styles. • Compare and contrast different selections.

Chamber Orchestra

Grade(s): 9-12 **Length**: Two semesters **Credit**: 1 **Prerequisite(s)**: Audition or teacher recommendation	**Course Overview**: *Chamber Orchestra* is a performing group of string players and represents the school at public functions and concerts. Concert participation is required as outlined in the grading criteria. A limited amount of time is spent on study material; the bulk of the time is spent on concert orchestral literature. Recommended contact time for high school orchestra is at least four times each week during the school day. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate audience/performance behavior for the context and style of music performed. • Demonstrate knowledge of proper care and assembly of instrument. • Demonstrate ability to play with appropriate position and posture. • Perform basic music fundamentals taught in Varsity or Concert Orchestra.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Participate cooperatively in a group. • Use musical instruments with proper care. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Expand knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will demonstrate**: • Knowledge of proper care and maintenance of instrument and bow. • Ability to perform simple repairs to own instrument as needed: o replacing strings; o tightening chin rest cleaning and polishing instrument; o checking for open seams, cracks, warped or cracked bridge; o using diagram worksheets displaying instruments and parts; and o straightening the bridge.	• Bridge • Bow • String replacement • Chin rest	• Use diagram worksheets displaying instruments and parts.
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Continue to refine and develop: o correct posture without excess tension; o proper left arm position; o proper right arm position for arco and pizzicato; and o arrange chair, stand, and body to be able to watch conductor at all times.	• Arco position • Pizzicato position	• Violinist and violist should use shoulder rest or pad. • Use of rubrics and checklists. • Model correct playing posture. • Demonstrate with pictures.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Techniques	**AKAS:** PR **NCAS:** PR	**Students will continue to refine and exhibit**: • Proper bow grip. • Left hand finger placement. • Finger patterns for whole steps, half steps, double stops, and chromatic alterations. • Shifting techniques and position study: upper strings 2nd, 3rd 4th, and 5th position, and lower strings 2nd, 3rd, 4th, 5th, and 7th positions. • Vibrato techniques. • Ability to play embellishments including mordents, turns, trills, and grace notes as needed in standard graded orchestral literature. • Right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, upbow to start, hooked bowing, repeated up-bow, spiccato bowing, loure bowing, sul ponticello bowing, Martelé bowing, chords, sul tasto, and Sautillé.	• Bow grip • Finger Pattern • Shifting • String Position • Vibrato • Embellishments • Bowing Techniques	• Use shoulder rest or pad. • Model correct shifting technique. • Model correct vibrato technique. • Model correct bowing and pizzicato techniques. • String Skills
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will refine the ability to**: • To differentiate melody and harmony. • To feel and produce a steady beat. • To watch and understand the conductor's beat patterns. • To play independent line within and without an ensemble. • Be aware of all voices within an ensemble. • Continue to develop active listening skills. • Have the opportunity to play repertoire of various styles. • Perform or participate in a small ensemble and/or as a soloist, without a conductor and with expression and accuracy.	• Beat Pattern • Ensemble • Active Listening Skills • Repertoire	• Chorales • Chamber music • Work with metronome. • Student conductors • Sectionals • Observe recorded and live solo and ensemble performances. • Etudes. • Auditions for all-state. • Auditions for solo/ ensemble.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will reinforce and expand**: • Producing tone quality that demonstrates the characteristic sound of the instrument. • Awareness of ways to improve tone production by increasing control of bow speed, bow weight, and bow placement, how much bow hair to use, and which part of the bow to use.	• Control • Bow Speed • Bow Weight • Bow Placement	• Listen to live performances. • Model good tone quality.
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will refine the ability to**: • Recognize characteristic sound of a major and minor scale. • Play increasingly complex tunes and rhythmic patterns by rote. • Match a pitch. • Adjust left hand finger placement in order to manipulate a pitch. • Tune instrument to A440 from an electric tuner or another instrument. • Sing individual parts within the ensemble as written in standard graded orchestra literature.	• Scales • Major and Minor • Harmonies • Intervals • A440 Tuning	• Scales in harmonies of 3rd. • Match pitch with stand partner. • Sing scales. • Sing other parts within the orchestra.
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will identify and play**: • Notes in the appropriate clef and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire. • The tempo markings as they occur in the repertoire. • Sharp, flat, and natural signs. • Dynamic symbols as they occur in the repertoire. • Various signs as they occur in the music. • In the keys of d, g, c, f, a, e, and b_b. • Pitches necessitated by appropriate grade repertoire and/or method book, and continue to expand range or instrument.	• Clef • Key Signatures • Scales • Dynamics • Accidentals (Sharp, Flat, Accidental, Double sharp, Double Flat)	• Identify key signatures. • Play scales and chorales with dynamics. • Reinforce double sharps and double flats.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Rhythmic Literacy	**AKAS:** CR, PR
	NCAS: CR, PR
		Students will:
		• Refine the ability to read, count, and play:
		  ○ all rhythms and meters as found in the graded orchestral literature;
		  ○ in the following meters: 4/4,3/4, 6/8, common time, and cut time;
		  ○ complex rhythmic patterns including dotted eighth-sixteenth patterns, triplets, and syncopations; and
		  ○ rhythm patterns incorporating ties, up-beats, and fermatas.
			• Meter
			• Time Signature
			• Dotted notes
			• Eighth-sixteenth patterns, triplets, syncopation
			• Ties
			• up-beats/ down-beats
			• fermatas
				• Use of a graded rhythm method.

Sight Reading	**AKAS:** PR, RE
	NCAS: PR, RE
		Students will:
		• Refine sight reading skills including
		• awareness of:
		  ○ key signature,
		  ○ time signature,
		  ○ rhythm,
		  ○ tempo markings,
		  ○ Accidentals, and
		  ○ signs (e.g., bowing, repeats, D.S. & D.C. al fine/al coda).
			• Time signatures
			• Key signatures
			• Tempo
			• Accidentals
			• Rhythm
			• signs
				• **STARS**:
				  ○ **S**-signatures, time and key;
				  ○ **T**- tempo;
				  ○ **A**-accidentals;
				  ○ **R**-rhythm; and
				  ○ **S**-signs.
				• Routine sight reading.

Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Develop the ability to play a variety of musical styles including baroque, classical, romantic, and contemporary literature. • Demonstrate knowledge of the different musical periods, composers, styles, and musical form as found in the standard literature used in class.	• Style • Genre	• Listen to a variety of musical styles. • Compare and contrast different selections.

Concert Orchestra

Grade(s): 9-12 **Length**: Two semesters **Credit**: 1 **Prerequisite(s)**: Audition or teacher recommendation	**Course Overview**: *Concert Orchestra* is designed for those students who are not ready for the advanced courses, but are past the beginning stage. The course will spend time on technical exercises, as well as some orchestral literature in preparing the students for Chamber Orchestra. Recommended contact time for high school orchestra is at least four times each week during the school day. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate audience/performance behavior appropriate for the context and style of music performed. • Demonstrate knowledge of proper care and assembly of instrument. • Demonstrate ability to play with appropriate instrument position and posture. • Perform basic music fundamentals taught in Beginning Orchestra.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Participate cooperatively in a group. • Use musical instruments with proper care. • Improve technical skills on instrument Increase knowledge of music fundamentals. • Expand knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Identify parts of the instrument. • Identify parts of the bow. • Identify names of the strings. • Demonstrate understanding of proper care and maintenance of instrument and bow. • Demonstrate the ability to perform simple repairs to own instrument as needed: ▪ replacing strings; ▪ tightening chin rest; ▪ cleaning and polishing instrument; ▪ checking for open seams, cracks, warped cracked bridge; and ▪ straightening the bridge.	• Instrument anatomy terms • Rosin • Cloth • Bridge • Bow • String replacement • Chin rest	• Use diagram worksheets displaying instruments and parts.
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Refine and exhibit: o correct posture without excess tension, o proper left arm position, and o proper right arm position for arco and pizzicato. • Arrange chair, stand, and body to be able to watch conductor at all times.	• Position • posture • Arco position • Pizzicato position	• Violinist and violist should use shoulder rest or pad. • Use of rubrics and checklists. • Model correct playing posture. • Demonstrate with pictures.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials

Playing Techniques	**AKAS:** PR
	NCAS: PR
		Students will:
		• Reinforce and refine:
		  ○ proper bow grip;
		  ○ left hand finger placement for open string;
		  ○ major and minor tetrachord;
		  ○ finger patterns for whole steps, half steps, double stops, and chromatic alterations; and
		  ○ right arm technique for detache bowing, slurred bowing, bow lift, and up-bow to start.
		• Develop:
		  ○ shifting techniques;
		  ○ open string harmonics;
		  ○ vibrato techniques;
		  ○ ability to define and play grace notes, trills, and turns; and
		  ○ expanding playing range.
			• Scales
			• Etudes
			• Bow grip
			• Finger Pattern
			• Shifting
			• String Position
			• Vibrato
			• Embellishments
			• Bowing Techniques
				• Use shoulder rest or pad.
				• Model correct shifting technique.
				• Model correct vibrato technique.
				• Model correct bowing and pizzicato techniques.
				• String Skills

Concert & Rehearsal Expectations	**AKAS:** PR, RE
	NCAS: PR, RE
		Students will:
		• Refine the ability to:
		  ○ be aware of correct intonation within an Ensemble,
		  ○ to differentiate melody and harmony,
		  ○ to feel and produce a steady beat,
		  ○ to watch and understand the conductor's beat patterns,
		  ○ to play an independent line within and without an ensemble,
		  ○ be aware of all voices within an ensemble, and
		  ○ compare and contrast a variety of ensembles.
		• Continue to develop active listening skills.
		• Have the opportunity to play repertoire of various styles.
		• Perform or participate in a small ensemble and/or as a soloist, without a conductor and with expression and accuracy.
			• Intonation
			• Conductor
			• Downbeat
			• Ictus
			• Concertmaster
			• Count off
			• Cutoff
			• Upbeat
			• Pickup
			• Beat Pattern
			• Ensemble
			• Active Listening Skills
			• Repertoire
				• Chorales
				• Chamber music
				• Work with a metronome.
				• Student conductors
				• Sectionals
				• Observe recorded and live solo and ensemble performances.
				• Etudes
				• Audition for all-state.
				• Audition for solo/ensemble.
				• Listen to a variety of musical styles.
				• Compare and contrast different selections.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Recognize and produce the characteristic tone of the instrument. • Develop awareness of ways to improve tone production by control of bow speed, bow weigh bow placement, amount of bow hair to use, and which part of the bow to use.	• Resonance • Vibrato • Control • Bow Speed • Bow Weight • Bow Placement	• Listen to live performances. • Model good tone quality. • Compare the sound for different techniques.
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will**: • Refine the ability to: ○ recognize characteristic sound of a major and minor scale, ○ play increasingly complex tunes and rhythmic patterns by rote, ○ match a pitch, ○ adjust left hand finger placement in order to manipulate a pitch, and ○ play and tune instrument to A440 from an electric tuner or another instrument. • Use active listening skills.	• Pitch • Scale • Matching pitch • Tuning • Intervals • Adjust • Scales • Major and Minor • Harmonies • Intervals • A440 Tuning	• Major and minor scales. • Introduce all types of minor. • Play Two to three octave scales. • Scales in harmonies of 3rd. • Match pitch with stand partner.
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will**: • Identify and play: ○ the notes in the appropriate clef; ○ and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire; ○ the tempo markings as they occur in the repertoire; ○ sharp, flat, and natural signs; ○ dynamic symbols as they occur in the repertoire; ○ various signs as they occur in the music; ○ in the keys of D, G, C, F, A, E, and B_b; and	• Staff • Lines and spaces • Ledger lines • Time signature • Accidentals • Clef • Key Signatures • Scales • Dynamics • slurs • Accidentals (Sharp, Flat, Accidental,	• Identify key signatures. • Play scales and chorales with dynamics. • Introduce the concept of double sharps and double flats. • Violin: G3 to E6 • Viola: C3 to A5 • Cello: C2 to A4 • Bass: E2 to G4 • Repeat sign, solo/ soli/ tutti/ divisi/ unison,

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy continued…		○ pitches in the ranges indicated by appropriate grade level repertoire and/or method book and continue to expand range on instrument. • Develop and refine knowledge of: ○ musical notation, ○ key signatures, ○ time signature, and improvisatory techniques.	Double sharp, Double Flat)	accent, staccato, marcato, first and second endings, long rest, D.C. al fine, fermata, D.S. al coda. • Draw the notes, rests, and musical symbols previously introduced. • Write the key signatures and scales in the keys of D, G, C, A, F, B_b, and E_b major. • Be able to identify whole steps and half steps and how they relate to a major scale. • Identify the names of the keys of the piano keyboard.
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Develop ability to read, count, and play: ○ whole, half, dotted half, quarter, eighth, triplets, dotted quarter, dotted sixteenth, and dotted eighth notes and rests; ○ in the following meters: 4/4, 3/4, 2/4, 6/8, common time, and cut time; and ○ rhythm patterns incorporating ties, up-beats, and fermatas.	• Steady beat • Count • Beat division • Beat subdivision • Compound • Sixteenth notes • Meter • Time Signature • Dotted notes • Eighth-sixteenth patterns, triplets, syncopation • Ties • up-beats/ down-beats • fermatas	• Use of a graded rhythm method. • String Skills

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Refine sight reading skills including ○ awareness of: ○ key signature, ○ time signature, ○ rhythm, ○ tempo markings, ○ Accidentals, and ○ signs (e.g., bowing, repeats, D.S. & D.C. al fine/al coda).	• Preview • Score study • Time signatures • Key signatures • Tempo • Accidentals • Rhythm • signs	• **STARS**: ○ **S**-signatures, time and key; ○ **T**- tempo; ○ **A**-accidentals; ○ **R**-rhythm; and ○ **S**-signs. • Routine sight reading • Complete a given melody by filling in the missing notes. • Compose an ending to a given melody. • Compose a variation on a given melody. • Compose original melody and/ or counter melody with or without harmony. • Improvise answers in the same style to given rhythmic and melodic phrase. • Improvise simple rhythmic and melodic ostinato accompaniments.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Develop the ability to play a variety of musical styles including baroque, classical, romantic, and contemporary literature. • Demonstrate knowledge of the different musical periods, composers, styles, and musical form as found in the standard literature used in class.	• Baroque • Classical • Romantic • Contemporary • Form • Style • Genre	• Provide opportunities for listening to a broad repertoire of orchestra literature. • Develop knowledge and appreciation of: ○ various styles of music other than current, ○ popular trends through listening in the, and ○ classroom and attending performances.

Symphonic Orchestra

Grade(s): 9-12 **Length**: Two semesters **Credit**: 1 **Prerequisite(s)**: Audition or teacher recommendation	**Course Overview**: *Symphonic Orchestra* is the top performing group of musicians and represents the school at public functions and concerts. Concert participation is required as outlined in the course syllabus. The group will consist of full string sections with the addition an appropriate number of wind, brass, and percussion players to create a full symphonic orchestra. The wind, brass, and percussion players must be concurrently enrolled in their band program. A limited amount of time is spent on study material; the bulk of the time is spent on symphonic orchestral literature. Recommended contact time for high school orchestra is at least four times each week during the school day. **Adopted Textbook**: • *Sight Reading Factory*. Gracenotes • *Breezin' Thru Theory*. Breezin' Thru

Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	**Students should be able to:** • Participate cooperatively in a group • Be able to follow the instructor's directions • Demonstrate audience/performance behavior for the context and style of music performed • Demonstrate knowledge of proper care and assembly of instrument • Demonstrate ability to play with appropriate position and posture • Perform basic music fundamentals taught in Varsity or Concert Orchestra • Perform basic music fundamentals taught in Concert Band

Ongoing Learner Goals	
The following are skills that are continuously being built upon.	**Students should be able to:** • Participate cooperatively in a group • Use musical instruments with proper care • Improve technical skills on instrument • Increase knowledge of music fundamentals • Expand knowledge of music history and cultural differences in music • Be able to follow the instructor's directions • Be exposed to a variety of musical activities through participating in or attending performances • Refine skills needed to perform instrument outside the classroom • Develop and refine ability to make aesthetic judgments of music • Develop and refine ability to make critical and constructive criticisms of one's own performance and the performances of others in music

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will demonstrate**: • Knowledge of proper care and maintenance of instrument. • Ability to perform simple repairs to own instrument as needed.	• Instrument anatomy terms • Rosin • Cloth • Bridge • Bow • String replacement • Chin rest	• Keep extra strings, reed, oil, etc. as required by instrument.
Posture	**AKAS:** PR **NCAS:** PR	**Students will**: • Continue to refine and develop correct playing posture without excess tension.	• Position • Posture • Arco position • Pizzicato position	• Modeling what not to do. • Record them playing with good body format and then without for comparison. • Clinicians

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Techniques	**AKAS:** PR **NCAS:** PR	**Students will**: • Continue to refine and develop proper playing technique of specific instruments.	• Scales • Etudes • Bow grip • Finger Pattern • Shifting • String Position • Vibrato • Embellishments • Bowing Techniques	• Bring in professional players to assess and correct issues. • Clinics and clinicians.
Concert & Rehearsal Expectations	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will refine the ability to**: • Be aware of correct intonation within an ensemble. • Differentiate melody and harmony. • Feel and produce a steady beat. • Watch and understand the conductor's beat patterns. • Play independent line within an ensemble. • Be aware of all voices within an ensemble.	• Intonation • Conductor • Downbeat • Ictus • Concert Master • Count off • Cutoff • Upbeat • Pickup • Beat Pattern • Ensemble • Active Listening Skills • Repertoire	• Chorales • Chamber music • Work with metronome. • Student conductors • Sectionals • Sit in different sections to play repertoire.
Tone Quality	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Reinforce and expand sound representing the characteristic tone quality of a symphonic orchestra.	• Resonance • Vibrato • Control • Bow Speed • Bow Weight • Bow Placement	• Listen to and attend live performances.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training	**AKAS:** RE, CO **NCAS:** RE, CN	**Students will refine the ability to**: • Recognize characteristic sound of a major and minor scale. • Match a pitch. • Tune one's instrument within the symphonic ensemble setting. • Tune instrument to A440 from an electric tuner or another instrument.	• Pitch • Scale • Matching pitch • Tuning • Intervals • Adjust • Scales • Major and Minor • Harmonies • Intervals • A440 Tuning	• Scales • Scales in harmonies of a 3rd. • Match pitch with stand partner. • Play increasingly complex tunes and rhythmic patterns by rote. • Sing individual parts within the ensemble as written in standard graded orchestral literature. • Introduce three forms of minor scales.
Musical Literacy	**AKAS:** CR, PR, RE **NCAS:** CR, PR	**Students will identify and play**: • The notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, tenor, or bass clef. • Considerable range of tempo markings. • Sharp, flat, and natural signs, and double sharps, and double flats. • Indicated dynamic symbols: pp, p, mp, mf, f, ff, crescendo, and decrescendo. • Musical symbols and terms as they occur in the appropriate level of graded. • Orchestral literature including bowings and articulations. • Embellishments such as trills and mordents. • Multiple measures rests in the keys of d, g, c, a, e, b, f, b_b, e_b, and a_b.	• Staff • Lines and spaces • Ledger lines • Clef • Time signature • Accidentals • slurs • • Key Signatures • Scales • Dynamics • Accidentals (Sharp, Flat, Accidental, Double sharp, Double Flat)	• Identify key signatures. • Play scales and chorales with dynamics.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy continued…		• Pitches in the following ranges: ○ Violin: g3 to a7 ○ Viola: c3 to d6 ○ Cello: c2 to e5 ○ Bass: e2 to g4		
Rhythmic Literacy	**AKAS:** CR, PR **NCAS:** CR, PR	**Students will**: • Refine the ability to read, count and play: ○ all rhythms and meters as found in the; ○ graded orchestral literature; ○ in the following meters: 4/4,3/4, 6/8, common, and cut; ○ complex rhythmic patterns including dotted eighth-sixteenth patterns, triplets, and syncopations; and ○ rhythm patterns incorporating ties, up-beats, multiple measure rests, and fermatas.	• Steady beat • Count • Beat division • Beat subdivision • Compound • Sixteenth notes • Meter • Time Signature • Dotted notes • Eighth-sixteenth patterns, triplets, syncopation • Ties • up-beats/ down-beats • fermatas	• Rhythm exercises in SmartMusic. • Use of a graded rhythm method. • Rhythm dictation • Echo playing in increasing difficulty. • Counting
Sight Reading	**AKAS:** PR, RE **NCAS:** PR, RE	**Students will**: • Refine sight reading skills including ○ awareness of: ○ key signature, ○ time signature, ○ rhythm, ○ tempo markings, ○ Accidentals, and ○ signs (e.g., bowing, repeats, D.S. & D.C. al fine/al coda).	• Preview • Score study • Time signatures • Key signatures • Tempo • Accidentals • Rhythm • signs	• **STARS**: ○ **S**-signatures, time and key; ○ **T**- tempo; ○ **A**-accidentals; ○ **R**-rhythm; and ○ **S**-signs • Routine sight reading. • Complete a given melody by filling in the missing notes.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Sight Reading continued…				• Compose an ending to a given melody. • Compose a variation on a given melody. • Compose original melody and/ or counter melody with or without harmony. • Improvise answers in the same style to given rhythmic and melodic phrase. • Improvise simple rhythmic and melodic ostinato accompaniments.
Connecting	**AKAS:** CO **NCAS:** CN, RE	**Students will**: • Develop the ability to play a variety of musical styles including Baroque, Classical, Romantic, and contemporary literature. • Demonstrate knowledge of the different musical periods, composers, styles, and musical form as found in the standard literature used in class.	• Baroque • Classical • Romantic • Contemporary • Form • Style • Genre	• Listening to a variety of musical styles. • Compare and contrast different styles.



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as tobacco and nicotine-free learning and work environment.

Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701