



[Hellgate Elementary School](#)
[District #4](#)

K-8 Music Curriculum

Curriculum Review Document

Developed 2025-2026

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Introduction

Hellgate Elementary School District, through its *Integrated Strategic Action Plan 2024–2028*, is working to guide its educational community to be involved today, motivated for the future, and prepared for the next set of challenges.

Our Mission

The mission of Hellgate Elementary School District is to provide an educational learning environment that supports and sustains academic achievement, academic excellence, and life-long learning for all students.

Our Vision

Our vision for students is that we inspire a generation of empowered learners and cultivate a community where students are deeply **involved**, relentlessly **motivated**, and impeccably **prepared**, fostering a lifelong passion for learning and a commitment to making meaningful contributions to society.

Our Core Values

Our core values serve as guiding principles that inform decision-making, shape school culture, and ultimately contribute to the holistic development of students.

- *Achievement*: We value academic excellence and strive to empower every student to reach their highest potential. We foster a culture of continuous improvement, encouraging students to set ambitious goals and celebrate their accomplishments.
- *Character*: We prioritize integrity, honesty, and respect in all aspects of school life. We cultivate resilience, empathy, and responsibility to prepare students for success in a diverse and ever-changing world.
- *Community engagement*: We believe in the importance of active participation and collaboration between the school, families, and the broader community. We encourage students to be socially responsible citizens who contribute positively to their communities through service & outreach.
- *Diversity*: We celebrate the rich tapestry of cultures, backgrounds, and perspectives within our school community. We promote inclusivity, ensuring that every individual feels valued, respected, and supported.
- *Highly Qualified Staff*: We are committed to recruiting, developing, and retaining exceptional educators who are dedicated to student success. We provide ongoing professional development opportunities to ensure our staff members remain at the forefront of their area of expertise.

- *Equity*: We believe in providing all students with equitable access to resources, opportunities, and support systems. We actively work to identify and address disparities to ensure that every student has the chance to thrive academically and personally.
- *Relevance*: We design learning experiences that are meaningful, engaging, and applicable to real-world contexts. We stay attuned to evolving trends and industries to ensure that our curriculum remains current and relevant to the needs of our students.
- *Positive Relationships*: We value nurturing, supportive, and inclusive relationships among students, teachers, staff, and parents, fostering a sense of belonging and trust within our community. We prioritize kindness, empathy, and respect, creating a safe and joyful learning environment for everyone to thrive.

Board Policy Guidance

The Hellgate Elementary [Board Policies](#) guide instructional practices and the areas in which students will be impacted by content taught in General Music, Instrumental Music, and Vocal Music classes.

- Religion in Curriculum, Policy 2332
- Recognition of Native American Cultural Heritage, Policy 2450
- Student Fees, Fines, and Charges, Policy 3520

Music Education Philosophy

Music is an essential part of the core curriculum at Hellgate Elementary School District and is delivered as part of the regular school day for all students. As part of a well-rounded education, music contributes to our STEAM approach, integrating the arts with science, technology, engineering, and mathematics to support creative and critical thinking.

Music is fundamental to a complete education and essential to developing the whole child. At Hellgate Elementary, we believe that music education is not merely an enrichment activity but a vital component of academic achievement, character development, and lifelong learning.

Music education addresses all domains of learning—cognitive, physical, and emotional. Students develop critical thinking skills, problem-solving abilities, and artistic modes of reasoning that transfer to every aspect of their lives. Music fosters creativity, self-discipline, and aesthetic awareness while building self-esteem, personal responsibility, and a sense of belonging to something greater than oneself.

We believe that all children can learn music, and we are committed to teaching every student. Our purpose is to foster the attitudes, understanding, skills, and enjoyment

necessary for each student's musical potential to flourish, empowering them to become confident, creative contributors to their community and the world.

We believe music education is strengthened through collaboration among students, educators, families, and the community. Performances, concerts, and musical events provide opportunities for students to share their learning and contribute to the cultural life of the school community.

Standards Alignment

National Core Arts Standards

The Four Artistic Processes are the cognitive and physical actions by which arts learning and making are realized.

- **Creating** – Conceiving and developing new artistic ideas and work
- **Performing** – Realizing artistic ideas and work through interpretation and presentation
- **Responding** – Understanding and evaluating how the arts convey meaning
- **Connecting** – Relating artistic ideas and work with personal meaning and external context (personal, societal, cultural, and historical contexts)

National Core Arts Standards: A Conceptual Framework for Arts Learning; National Coalition for Arts Standards

Montana Music Standards

The Hellgate Elementary music curriculum is aligned with the Montana Office of Public Instruction's *Montana Model Curriculum Guide for the Arts* across all grade levels. These standards emphasize Creating, Performing, Responding, and Connecting in developmentally appropriate ways. Full Montana standards and performance indicators are provided in Appendix III.

Music Elements

The Hellgate Elementary music program is built around eight fundamental musical elements that spiral and deepen across all grade levels. These elements serve as the organizing framework for all musical learning from kindergarten through eighth grade and align with the National Core Arts Standards and Montana Music Standards.

The Eight Elements

Rhythm – Students explore beat, tempo, meter, and rhythmic patterns as the foundation of musical understanding. From steady beat exploration in kindergarten through complex syncopation in middle school, rhythm is the pulse that drives all music-making.

Melody – Students develop pitch awareness, melodic reading, and singing/playing skills. Melodic learning progresses from simple sol-mi patterns to chromatic scales and extended range across all instruments and voices.

Harmony – Students experience and create music with multiple simultaneous pitches, from simple partner songs and ostinatos to advanced chord progressions and multi-part ensemble performance.

Timbre – Students identify and produce various tone colors across voices and instruments. Understanding timbre includes recognizing instrument families, developing quality tone production, and exploring the unique sound characteristics of different musical sources.

Form – Students recognize and create musical structures and organizational patterns. Form includes understanding phrases, sections, and complete musical structures from simple AB patterns to complex forms like theme and variations.

Expression/Technique – Students develop performance skills including dynamics, articulation, phrasing, and stylistic interpretation. This element encompasses both the technical skills needed to perform music and the expressive qualities that bring music to life.

Composition/Improvisation – Students create original music and make spontaneous musical decisions. From early sound explorations to sophisticated original compositions, students develop their creative voice as music makers.

Style – Students explore music from diverse cultures, historical periods, and genres. Understanding style includes recognizing characteristics of different musical traditions, including Montana's American Indian cultures, and performing music in culturally authentic ways.

How the Elements Work Together

These eight elements are not taught in isolation but are integrated throughout all musical experiences. They are embedded within the four artistic processes of **Creating, Performing, Responding, and Connecting** as outlined in the National Core Arts Standards. Every musical activity—singing, playing instruments, composing, or listening—simultaneously engages multiple elements.

The elements provide a common language for K-4 general music and 5-8 instrumental and vocal programs, ensuring coherence and progression throughout a student's musical education at Hellgate Elementary.

Program Structure and Delivery

The Hellgate Elementary music program serves students across grades K–8 through four distinct instructional areas. Each program area focuses on developmentally appropriate musical experiences while maintaining alignment with the eight musical elements and the four artistic processes.

Grades K–4 General Music

All students in kindergarten through fourth grade receive general music instruction that provides foundational musical experiences through singing, movement, rhythm activities, and beginning instrument exploration.

Program Focus:

- Development of steady beat and rhythm literacy
- Singing and pitch-matching skills
- Introduction to musical elements through active participation
- Exploration of diverse musical styles and cultures
- Movement and coordination with music
- Beginning recorder and/or other classroom instruments (grades 3–4)

Grades 5–8 Band

Students in grades 5–8 may elect to participate in instrumental band, learning woodwind, brass, or percussion instruments in a large ensemble setting.

Program Focus:

- Technical development on wind and percussion instruments
- Ensemble performance skills and balance
- Music literacy through instrumental repertoire
- Concert performance preparation
- Individual and sectional rehearsal strategies

Grades 5–8 Orchestra

Students in grades 5–8 may elect to participate in orchestra, learning string instruments (violin, viola, cello, bass, guitar, and piano) and drums in a large ensemble setting.

Program Focus:

- Technical development on string instruments, including posture, bowing, and fingering techniques
- Ensemble performance skills and intonation

- Music literacy through orchestral repertoire
- Concert performance preparation
- Individual and sectional rehearsal strategies

Grades 5–8 Choir

Students in grades 5–8 may elect to participate in choir, developing vocal skills and choral musicianship in a large ensemble setting.

Program Focus:

- Vocal technique and healthy singing practices
- Part-singing and choral blend
- Music literacy through choral repertoire
- Concert performance preparation
- Expression through vocal performance

Scope and Sequence by Musical Element

The following learning outcomes are organized by the eight musical elements across four grade bands. These outcomes represent the progression of musical understanding and skill development from kindergarten through eighth grade. All outcomes align with the National Core Arts Standards and Montana Music Standards. The purpose of this section is to see how skills are built across grade levels within each concept.

Musical Element Progression			
Grades K–2	Grades 3–4	Grades 5–6	Grades 7–8
RHYTHM			
<ul style="list-style-type: none"> • Demonstrate steady beat through movement, body percussion, and rhythm instruments • Echo simple rhythmic patterns • Identify and perform quarter notes, quarter rests, and eighth notes • Experience 2/4, 3/4, and 4/4 time signatures 	<ul style="list-style-type: none"> • Read and perform dotted quarter note and eighth note patterns • Introduce sixteenth notes in simple patterns • Perform syncopated rhythms in simple meters • Read and perform music in 2/4, 3/4, 4/4, and 6/8 time signatures 	<ul style="list-style-type: none"> • Perform complex rhythmic patterns, including ties and syncopation • Read and perform dotted eighth/sixteenth note patterns • Experience compound meters (6/8, 9/8, 12/8) • Maintain independent rhythmic parts in ensemble 	<ul style="list-style-type: none"> • Perform advanced rhythmic patterns, including mixed meters and hemiola • Execute complex syncopation and polyrhythmic patterns • Read rhythms in alla breve and changing meters • Maintain rhythmic precision in challenging ensemble literature
MELODY			
<ul style="list-style-type: none"> • Develop pitch-matching skills through echo singing • Sing using sol-mi and expanded pentatonic patterns • Explore high and low sounds and melodic direction • Sing age-appropriate songs in tune 	<ul style="list-style-type: none"> • Read and sing do-re-mi-sol-la patterns using solfege • Perform major scales • Identify melodic intervals (steps and skips) • Read simple melodies from staff notation 	<ul style="list-style-type: none"> • Perform major and minor scales (various keys) • Read increasingly complex melodic passages • Develop extended range on instrument or voice • Perform with attention to intonation and pitch accuracy 	<ul style="list-style-type: none"> • Perform chromatic scales and passages • Execute extended range with technical control • Sight-read melodic passages with increasing complexity • Perform with advanced intonation and pitch control

Musical Element Progression			
Grades K-2	Grades 3-4	Grades 5-6	Grades 7-8
HARMONY			
<ul style="list-style-type: none"> • Experience singing partner songs and simple rounds • Perform simple ostinatos with singing • Distinguish between melody and accompaniment • Experience harmony through layered rhythms and borduns 	<ul style="list-style-type: none"> • Sing in two-part harmony (partner songs, descants, simple harmonies) • Identify chord changes in simple songs • Perform ostinatos that support melodic material • Experience I and V chords 	<ul style="list-style-type: none"> • Perform 2-3 part harmonies in ensemble • Identify and perform harmonic progressions (I-IV-V-I) • Balance individual part within ensemble texture • Tune to ensemble and adjust intonation 	<ul style="list-style-type: none"> • Perform advanced 3-4 part harmonies • Understand and apply voice leading principles • Balance and blend within complex harmonic textures • Analyze harmonic structure in performance repertoire
TIMBRE			
<ul style="list-style-type: none"> • Identify and describe classroom instrument sounds • Distinguish between singing voice and speaking voice • Explore different ways to produce sound on instruments • Identify instrument families by sound 	<ul style="list-style-type: none"> • Identify orchestral instrument families and individual instruments by sight and sound • Develop characteristic tone quality on recorder or classroom instruments • Distinguish between vocal timbres • Explore tone color in diverse musical examples 	<ul style="list-style-type: none"> • Develop characteristic tone quality on chosen instrument/voice • Identify and produce varied tone colors • Balance timbre within section and full ensemble • Recognize timbre differences in musical literature 	<ul style="list-style-type: none"> • Produce mature, characteristic tone quality on instrument/voice • Control tone color for expressive purposes • Apply vibrato appropriately (where applicable) • Distinguish and reproduce various tone colors in diverse styles

Musical Element Progression			
Grades K-2	Grades 3-4	Grades 5-6	Grades 7-8
FORM			
<ul style="list-style-type: none"> • Recognize same and different sections in music • Identify phrases through movement and singing • Experience AB and ABA forms • Respond to musical form through movement 	<ul style="list-style-type: none"> • Identify verse/chorus, AB, ABA, and rondo forms • Recognize introduction, coda, and bridge • Create simple compositions using learned forms • Analyze form through listening and movement 	<ul style="list-style-type: none"> • Identify and perform music in various forms (binary, ternary, theme and variations, rondo) • Recognize form in increasingly complex musical literature • Understand structure to inform performance decisions • Navigate repeat signs, D.C., D.S., codas, and endings 	<ul style="list-style-type: none"> • Analyze complex formal structures in performance literature • Understand how form informs interpretive decisions • Perform music with attention to structural coherence • Recognize cyclical structures and thematic development
EXPRESSION/TECHNIQUE			
<ul style="list-style-type: none"> • Perform music with loud and soft dynamics • Experience fast and slow tempos • Demonstrate appropriate singing posture and breathing • Explore legato and staccato articulations 	<ul style="list-style-type: none"> • Perform with varied dynamics (pp, p, mp, mf, f, ff) • Respond to tempo markings and changes • Demonstrate proper singing technique with expanded range • Perform with attention to phrasing and articulation 	<ul style="list-style-type: none"> • Perform with full range of dynamics and dynamic changes • Respond to tempo changes and expressive markings • Develop technical facility on instrument or voice • Interpret musical phrasing and style 	<ul style="list-style-type: none"> • Interpret and perform advanced expressive markings • Execute technical passages with accuracy and musicality • Apply stylistic interpretation based on composer's intent • Perform with musical maturity and expression

Musical Element Progression			
Grades K-2	Grades 3-4	Grades 5-6	Grades 7-8
COMPOSITION/IMPROVISATION			
<ul style="list-style-type: none"> • Create simple sound compositions using voices and instruments • Improvise movement responses to music • Explore sound and silence in creative ways • Make musical choices about dynamics and tempo 	<ul style="list-style-type: none"> • Create rhythmic and melodic patterns for specific purposes • Improvise responses using pentatonic scales • Compose simple pieces using learned musical elements • Notate original compositions using iconic or standard notation 	<ul style="list-style-type: none"> • Improvise melodic and rhythmic phrases within given parameters • Compose short pieces for instrument/voice • Arrange simple melodies with harmonic accompaniment • Evaluate and revise personal musical ideas 	<ul style="list-style-type: none"> • Create original compositions for instrument/voice with harmonic accompaniment • Improvise within various scales and chord progressions • Arrange music for small ensembles • Evaluate personal and peer compositions using established criteria
STYLE			
<ul style="list-style-type: none"> • Perform music from diverse cultures • Experience music from different historical periods • Identify music for different purposes (lullabies, marches, dances) • Explore connections between music and daily life 	<ul style="list-style-type: none"> • Perform music from diverse cultures with appropriate expression • Identify characteristics of various musical styles and genres • Discuss historical context of selected musical works • Connect music to Montana's American Indian cultures 	<ul style="list-style-type: none"> • Perform music from diverse historical periods and cultures with stylistic awareness • Identify characteristics of major musical periods • Perform with culturally respectful practices • Connect musical style to historical and cultural context 	<ul style="list-style-type: none"> • Perform music from diverse cultures with authentic interpretation • Analyze relationships between music, society, and culture • Compare stylistic characteristics across historical periods and genres • Demonstrate understanding of composer's intent through performance

Grade-Level Musical Elements Overview

The purpose of the grade-level standards/musical elements is to see the complete picture of what students learn in a specific grade.

Kindergarten Musical Elements

T	Rhythm	Melody	Harmony	Timbre	Form	Expression	Composition/ Improvisation	Style	Musical Citizenship	Terms
1	<i>I can copy the teacher's musical ideas.</i> <i>I can read and perform rhythms with teacher guidance.</i>	<i>I can copy the teacher's musical ideas.</i> <i>I can show high and low with movement.</i> <i>I can read and perform high/low melodies.</i>		<i>I can copy the teacher's musical ideas.</i> <i>I can identify instruments by name (unpitched percussion).</i>	<i>I can copy the teacher's musical ideas.</i>	<i>I can show fast and slow.</i> <i>I can show loud and quiet.</i>		<i>I can sing, move to, and play music from different cultures.</i> <i>I can listen and respond to music with respect.</i> <i>I can learn about the culture and history of music.</i>	<i>I can follow directions.</i> <i>I can be on task.</i> <i>I can be kind.</i> <i>I can participate appropriately.</i> <i>I can care for instruments and materials responsibly.</i> <i>I can communicate important concert and performance information with my family.</i>	<i>I can understand the terms echo, copy, opposite, fast/slow, loud/quiet, culture, history, and respect.</i>
2	<i>I can keep a steady beat.</i>	<i>I can show high and low.</i>			<i>I can show same and different.</i>		<i>I can create musical ideas.</i>			
3	<i>I can explore rhythmic notations.</i>	<i>I can read and perform melodies (high, low).</i>		<i>I can use my four voices (speaking, singing, shouting, whispering).</i>						

Grade 1 Musical Elements

T	Rhythm	Melody	Harmony	Timbre	Form	Expression	Composition/ Improvisation	Style	Musical Citizenship	Terms
1	<i>I can keep a steady beat.</i> <i>I can read and perform rhythms.</i> <i>I understand sound and silence.</i>	<i>I can show high and low with movement.</i> <i>I can read and perform sol-mi melodies.</i>		<i>I can use my four voices (speaking, singing, shouting, whispering).</i> <i>I can identify instruments by name (unpitched percussion).</i>		<i>I can show fast and slow.</i> <i>I can show loud and quiet.</i>		<i>I can sing, move to, and play music from different cultures.</i> <i>I can listen and respond to music with respect.</i>	<i>I can follow directions.</i> <i>I can be on task.</i> <i>I can be kind.</i> <i>I can participate appropriately.</i>	<i>I can understand the terms echo, copy, opposite, fast/slow, loud/quiet, culture, history, and respect.</i>
2	<i>I can read and perform rhythms (quarter, paired notes, quarter rests).</i>				<i>I can show same and different.</i>	<i>I can sing with correct technique.</i> <i>I can play an instrument with correct technique.</i>	<i>I can create musical ideas.</i>	<i>I can learn about the culture and history of music.</i>	<i>I can care for instruments and materials responsibly.</i> <i>I can communicate important concert and performance information with my family.</i>	<i>I can understand the terms same and different.</i>
3		<i>I can read and perform melodies (sol, mi).</i>					<i>I can compose music using symbols.</i>			<i>I can understand the term solfege (sol and mi) and compose.</i>

Grade 2 Musical Elements

T	Rhythm	Melody	Harmony	Timbre	Form	Expression	Composition/ Improvisation	Style	Musical Citizenship	Terms
1	<i>I can identify the difference between beat and rhythm.</i> <i>I can show the difference between beat and rhythm.</i>	<i>I can identify the lines and spaces on a staff.</i> <i>I can differentiate between a line note and a space note.</i>		<i>I can sing with my high and low voices.</i> <i>I can identify instruments by name (unpitched percussion).</i>		<i>I can sing with correct technique.</i> <i>I can play an instrument with correct technique.</i>	<i>I can create musical ideas.</i>	<i>I can sing, move to, and play music from different cultures.</i> <i>I can listen and respond to music with respect.</i> <i>I can learn about the culture and history of music.</i>	<i>I can follow directions.</i> <i>I can be on task.</i> <i>I can be kind.</i> <i>I can participate appropriately.</i> <i>I can care for instruments and materials responsibly.</i> <i>I can communicate important concert and performance information with my family.</i>	<i>I can understand the terms space, air, and energy.</i> <i>I can understand the term introduction, repeat sign, and phrase.</i>
2	<i>I can read and perform rhythms (half note, half rest).</i>	<i>I can read and perform melodies (1a).</i>	<i>I can perform an ostinato.</i>		<i>I can identify the form of a piece of music (introduction, repeat sign, phrase).</i>	<i>I can perform with expression (dynamic, mood, storyline, style, etc).</i>				<i>I can understand the terms unison, melody, harmony, ostinato, introduction, repeat signs, phrase, and dynamic.</i>
3			<i>I can perform in unison and harmony.</i> <i>I can perform a round with my peers (2-part).</i>			<i>I can identify different tempos.</i>	<i>I can compose a rhythm.</i>			<i>I can understand tempo.</i>

Grade 3 Musical Elements

T	Rhythm	Melody	Harmony	Timbre	Form	Expression	Composition/ Improvisation	Style	Musical Citizenship	Terms
1	<i>I can read and perform a rhythmic phrase.</i>	<i>I can identify the lines and spaces on a staff.</i> <i>I can differentiate between a line note and a space note.</i>		<i>I can sing with a high voice and a low voice.</i>		<i>I can sing with correct technique.</i> <i>I can play an instrument with correct technique.</i>	<i>I can compose a rhythmic phrase.</i>	<i>I can sing, move to, and play music from different cultures and genres.</i> <i>I can listen and respond to music with respect.</i>	<i>I can follow directions.</i> <i>I can be on task.</i> <i>I can be kind.</i> <i>I can participate appropriately.</i>	<i>I can understand the terms measure, barline, double barline, and genre.</i>
2	<i>I can identify a measure, bar line, and double bar line.</i>	<i>I can identify the difference between step, skip, leap, and repeated notes.</i> <i>I can read and perform a melodic phrase (do, re).</i>				<i>I can perform with expression.</i> <i>I can identify dynamics by symbol, meaning, and Italian name.</i>		<i>I can discuss the culture and history of music.</i>	<i>I can care for instruments and materials responsibly.</i> <i>I can communicate important concert and performance information with my family.</i>	<i>I can understand the terms stop, skip, leap, interlude, coda (pp, p, mf, f, ff, >, <).</i>
3	<i>I can identify the time signature of a piece of music.</i>		<i>I can sing in a three-part round with my peers.</i>	<i>I can identify classroom, band, and orchestra instruments by name.</i>	<i>I can identify and show the form (interlude and coda).</i>		<i>I can improvise musical ideas.</i>			<i>I can understand the terms band, orchestra, instrument names, and improvise.</i>

Grade 4 Musical Elements

T	Rhythm	Melody	Harmony	Timbre	Form	Expression	Composition/ Improvisation	Style	Musical Citizenship	Terms
1	<i>I can count and perform a rhythmic phrase in various time signatures.</i>	<i>I can read and perform a melodic phrase using solfege (major scale).</i>		<i>I can use and differentiate between upper and lower vocal registers</i>		<i>I can sing with correct technique.</i> <i>I can play an instrument with correct technique.</i>	<i>I can compose a melodic phrase.</i>	<i>I can sing, move to, and play music from different cultures and genres.</i> <i>I can listen and respond to music with respect.</i>	<i>I can follow directions.</i> <i>I can be on task.</i> <i>I can be kind.</i> <i>I can participate appropriately.</i> <i>I can care for instruments and materials responsibly.</i>	<i>I can understand the term Voice Continuum: breathy, warm/rich tone, bright/brass, pressed and edgy, upper and lower registers.</i>
2	<i>I can identify measures in various time signatures (2/4, ¾, 4/4).</i> <i>I can identify a measure, bar, line, and double bar line.</i>	<i>I can identify and notate treble clef pitches.</i>	<i>I can sing in a four-part round.</i>			<i>I can express emotion and the meaning of the text.</i>		<i>I can discuss the culture and history of music.</i>	<i>I can communicate important concert and performance information with my family.</i>	<i>I can understand the terms treble clef, bass clef, and all dynamics.</i> <i>I can understand the term partner song.</i>
3		<i>I can read and perform a melodic phrase on the recorder (BAG).</i>	<i>I can perform partner songs.</i> <i>I can explore two-part recorder songs.</i>	<i>I can demonstrate a warm/rich tone while playing the recorder.</i>	<i>I can identify and perform the form of a piece of music (formata, fine).</i>	<i>I can play the recorder with correct technique.</i> <i>I can use feedback to improve my performance.</i>	<i>I can improvise a melodic phrase.</i>			<i>I can understand the terms woodwind, fermata, and fine.</i>

Grade 5 Musical Elements

T	Rhythm	Melody	Harmony	Timbre	Form	Expression	Composition/ Improvisation	Style	Musical Citizenship	Terms
1	<i>I can count and perform rhythms in various time signatures.</i>	<i>I can read and perform a melodic phrase using solfege (major scale).</i>	<i>I can sing in a four-part round. I can perform partner songs.</i>	<i>I can use and differentiate between upper and lower vocal registers.</i>		<i>I can sing with correct technique. I can play an instrument with correct technique.</i>	<i>I can improvise rhythmic phrases.</i>	<i>I can sing, move to, and play music from different cultures and genres.</i>	<i>I can follow directions. I can be on task. I can be kind.</i>	<i>I can understand the term voice continuum language: breathy, warm/rich tone, bright/brassy, pressed, and edgy.</i>
2	<i>I can explore syncopation.</i>	<i>I can identify and notate treble clef pitches. I can identify the difference between step, skip, leap, and repeated notes. I can read and perform a melodic phrase using solfege (major scale).</i>	<i>I can read and perform chords using a ukulele (C, F, Am).</i>	<i>I can identify band and orchestra instruments by sound, family, and appearance.</i>	<i>I can explore contemporary form (ie, verse, chord, bridge, tag, etc).</i>	<i>I can express the emotion and meaning of the text through my performance. I can play the ukulele with correct technique. I can use feedback to improve my performance.</i>		<i>I can listen and respond to music with respect. I can discuss the culture and history of music.</i>	<i>I can participate appropriately. I can care for instruments and materials responsibly. I can communicate important concert and performance information with my family.</i>	<i>I can understand the terms upper and lower registers, treble clef, bass clef, and all dynamics. I can understand the terms 1st/2nd endings, measure numbers, common time symbol(C), system, composter, arranger.</i>
3		<i>I can read and perform a melodic phrase using ukulele (open strings). I can read and perform</i>	<i>I can identify the difference between melody and accompaniment. I can explore bass clef</i>		<i>I can identify and perform the form of a piece of music (see terms). I can use music</i>	<i>I can demonstrate expression through the use of dynamics.</i>	.			<i>I can</i>

		<i>a melodic line in an octavo.</i>	<i>pitched 2-part harmony in an octavo.</i>		<i>symbols to navigate an octavo using music symbols(1st and 2nd endings, measure numbers).</i>					<i>understand the terms accompanim ent and octavo.</i>
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Grade 6 Musical Elements

T	Rhythm	Melody	Harmony	Timbre	Form	Expression	Composition/ Improvisation	Style	Musical Citizenship	Terms
1	<i>I can understand long tones, whole notes, treble clef, rests, quarter rests, half and whole rests.</i>	<i>I can read and perform a melodic phrase in a major key signature.</i>	<i>I can read and play the harmony part within my music.</i>	<i>I can identify different instruments by their tone quality.</i>	<i>I can identify similar sections in music; I can play a repeat sign.</i>	<i>I can play maestoso and dolce.</i>	<i>I can create a four-beat pattern using rhythms on a concert F.</i>	<i>I can play in a march style.</i>	<i>I can follow directions. I can be on task. I can be kind.</i>	<i>I can understand the terms largo, moderato, and allegro.</i>
2	<i>I can understand eighth notes, eighth rests, and eighth note syncopation.</i>	<i>I can read and perform a melodic phrase within a canon or round.</i>	<i>I can hear and identify the harmony part within a canon or round.</i>	<i>I can understand tone quality in the different registers of my instrument.</i>	<i>I can play a 1st and 2nd ending.</i>	<i>I can play and identify a ritardando, andante tempo, and staccato.</i>	<i>I can create a four-beat pattern using notes in my concert F scale.</i>	<i>I can play a piece with two different styles.</i>	<i>I can participate appropriately. I can care for instruments and materials responsibly.</i>	<i>I can understand the terms divisi, tenuto, and enharmonics.</i>
3	<i>I can understand sixteen notes and sixteen-note patterns.</i>	<i>I can read and perform a melodic phrase in a minor key signature.</i>	<i>I can identify the harmony part within music, major or minor.</i>	<i>I can balance and blend within my section and band to create a cohesive sound.</i>	<i>I can describe and play the differences between a D.C. and D.S. al fine.</i>	<i>I can play and identify pesante, espressivo, and crescendo/d ecrescendo.</i>	<i>I can create a melody using my concert F scale.</i>	<i>I can identify the style of music I'm performing.</i>	<i>I can communicate important concert and performance information with my family.</i>	<i>I can understand the terms arpeggio, chord, and intervals.</i>

Grade 6 Performance Skills and Techniques

T	Physical Requirements	Techniques of Performance	Tone Quality	Use of Expression	Use of Movement	Care of the Instrument	Composers	Style/ Historical Period	Diverse Cultures	Notation
1	<i>I can use appropriate posture for breath support (band, choir).</i>	<i>I can recognize and perform pitched and non pitched consonants (choir).</i>	<i>I can practice vowel placement for uniform sound (choir).</i>	<i>I can interpret dynamics.</i>	<i>I can coordinate movement with singing (choir).</i>	<i>I can practice support of the speaking voice (choir).</i>	<i>I can identify influential composers and musicians from different musical styles and historical periods.</i>	<i>I can discriminate between the characteristics of jazz/swing and gospel/blues.</i>	<i>I can compare the functions of music in several cultures.</i>	<i>I can perform a chromatic scale of one octave.</i>
2	<i>I can demonstrate correct posture and instrument position (band, orchestra)</i> <i>I can identify the physical components of the vocal mechanism (choir).</i>	<i>I can practice the rudiments of note reading and playing while adjusting intonation to others (band).</i>	<i>I can examine the bending of sounds and the resulting changes in pitch and quality (band)</i> <i>I can demonstrate vibrato (orchestra).</i>	<i>I can identify similarities and differences in musical styles.</i> <i>I can interpret the dynamics of the musical line.</i>	<i>I can develop finger/hand speed (band, orchestra).</i> <i>I can demonstrate movement with appropriate style and tempo (choir).</i>	<i>I can demonstrate skills conducive to tuning (band, orchestra).</i> <i>I can discuss nasal sound hypernasality, nodules, and laryngitis (choir).</i>		<i>I can compare pop, rock, soul, and funk.</i>	<i>I can compare the functions of music in several cultures.</i>	<i>I can identify and employ metronome and tempo markings as indicated in appropriate literature.</i>
3	<i>I can coordinate watching music and the director.</i>	<i>I can demonstrate the next appropriate position for each instrument (band, orchestra).</i> <i>I can perform sight reading of simple melodies.</i> <i>I can demonstrate the ability to follow the conductor.</i>	<i>I can recognize the ability of the voice to produce different sounds (choir).</i> <i>I can demonstrate characteristic tone quality on my instrument.</i>	<i>I can employ rubato and/or ritardandos.</i> <i>I can employ vibrato and rubato (orchestra).</i> <i>I can apply the criteria of expressive devices to perform.</i>	<i>I can demonstrate hand and instrument adjustment for intonation (Band, Orchestra).</i>	<i>I can demonstrate basic instrument maintenance (band, orchestra).</i>				<i>I can identify and perform major scales in the key of C, G, and Ab.</i> <i>I can recognize and employ simple accidentals.</i>

Grades 7–8 Musical Elements

Q	Rhythm	Melody	Harmony	Timbre	Form	Expression	Composition/ Improvisation	Style	Musical Citizenship
1	<p><i>I can employ simple syncopation patterns in 2/4, ¾, and 4/4 meters.</i></p> <p><i>I can demonstrate dotted ½ notes, dotted 1/16 note patterns in 2/4, ¾, and 4/4 meters.</i></p>	<p><i>I can perform sight reading of step-wise melodies.</i></p> <p><i>I can demonstrate sight reading of DO, MI, SOL, and DO (choir).</i></p>	<p><i>I can identify harmony in counter melodies (choir).</i></p> <p><i>I can inspect information within a chordal structure.</i></p>	<p><i>I can distinguish between the dominance of parts.</i></p> <p><i>I can distinguish between contrasting timbres.</i></p> <p><i>I can examine timbres' use in the music of other cultures.</i></p>	<p><i>I can discriminate between forms and styles and the periods they represent.</i></p> <p><i>I can identify and respond to simple phrases in music.</i></p> <p><i>I can identify forms using AB, ABA .</i></p>	<p><i>I can apply tempo/dynamic marking of increased difficulty.</i></p> <p><i>I can recognize and perform simple tempo and dynamic markings in music.</i></p> <p><i>I can interpret the dynamics of the musical line (choir).</i></p> <p><i>I can employ rubato and vibrato.</i></p> <p><i>I can apply criteria of expressive devices to perform.</i></p>	<p><i>I can create a four-beat pattern using my concert F scale.</i></p> <p><i>I can create an improvised solo using the 12 bar blues and the F blues scale.</i></p>	<p><i>I can play a piece with two different styles.</i></p> <p><i>I can identify the style of music I'm performing.</i></p>	<p><i>I can follow directions.</i></p> <p><i>I can be on task.</i></p> <p><i>I can be kind.</i></p> <p><i>I can participate appropriately.</i></p> <p><i>I can care for instruments and materials responsibly.</i></p> <p><i>I can communicate important concert and performance information with my family.</i></p>
2	<p><i>I can use ½ and 1/16 note patterns in 2/4, ¾, 4/4 meters.</i></p>	<p><i>I can match pitches in song and scales with attention to intonation (choir).</i></p> <p><i>I can recognize melodic movement.</i></p>	<p><i>I can perform harmonies in partner songs, rounds, ostinatos, and descants of increasing difficulty (vocal).</i></p> <p><i>I can perform 3 and 4-part harmonies based on the 3rd.</i></p>						
3	<p><i>I can employ dotted rhythms in 6/8 and 4/4.</i></p> <p><i>I can demonstrate all breve.</i></p> <p><i>I can employ simple syncopation patterns in alla breve and 6/8.</i></p>								

Grades 7–8 Performance Skills and Techniques

Q	Physical Requirements	Techniques of Performance	Tone Quality	Use of Expression	Use of Movement	Care of the Instrument	Composers	Style/ Historical Period	Diverse Cultures	Notation
1	<i>I can use an appropriate posture for breath support (choir).</i>	<i>I can recognize and perform pitched and non-pitched consonants (choir).</i>	<i>I can practice vowel placement for uniform sound (choir).</i>	<i>I can interpret the dynamics of the score.</i>	<i>I can coordinate movement with singing (choir).</i>	<i>I can practice support of the speaking voice (choir).</i>	<i>I can compare the contributions of influential composers and musicians from various musical genres and historical periods.</i>	<i>I can discriminate between the characteristic s of jazz/swing and gospel/blues.</i>	<i>I can compare the functions of music in several cultures.</i>	<i>I can perform a chromatic scale of two octaves.</i>
2	<i>I can demonstrate correct posture and instrument position (band and orchestra).</i>	<i>I can practice the rudiments of note reading and playing while adjusting intonation to others (band).</i>	<i>I can examine bending of sounds and the resulting changes in pitch and quality (band).</i>	<i>I can identify similarities and differences in musical styles.</i>	<i>I can develop finger/hand speed (band, orchestra).</i>	<i>I can demonstrate skills conducive to tuning (band, orchestra).</i>	<i>I can discuss nasal sound hypernasality, nodules, and laryngitis (choir).</i>	<i>I can compare pop, rock, soul, and funk.</i>	<i>I can compare the functions of music in several cultures.</i>	<i>I can identify and employ metronome and tempo markings as indicated in appropriate literature.</i>
3	<i>I can identify the physical components of the vocal mechanism (choir).</i>	<i>I can demonstrate next appropriate position for each instrument (band, orchestra).</i>	<i>I can demonstrate vibrato (orchestra).</i>	<i>I can interpret dynamics of the musical line (choir).</i>	<i>I can demonstrate movement with appropriate style and tempo (choir).</i>	<i>I can discuss nasal sound hypernasality, nodules, and laryngitis (choir).</i>	<i>I can demonstrate basic instrument maintenance (band, orchestra).</i>			<i>I can recognize and employ simple accidentals.</i>
4	<i>I can practice extended range (band, orchestra).</i>	<i>I can recognize the ability of the voice to produce different sounds (choir).</i>	<i>I can employ vibrato and rubato (orchestra).</i>	<i>I can employ hand and instrument adjustment for intonation (band, orchestra).</i>	<i>I can demonstrate basic instrument maintenance (band, orchestra).</i>					<i>I can recognize and employ grace notes, trills, and tremolo patterns.</i>
	<i>I can coordinate watching music and the director.</i>	<i>I can perform sight reading of simple melodies (choir).</i>	<i>I can apply criteria of expressive devices to perform.</i>							<i>I can apply major scales of C, G, D, A, F, Bb, Eb.</i>
		<i>I can demonstrate the ability to follow the</i>	<i>I can demonstrate careful tuning with breath control (band).</i>							<i>I can use DS, DC, Coda, staccato, legato, and marcato.</i>
			<i>I can demonstrate careful tuning</i>							

		<p>conductor.</p> <p><i>I can demonstrate the use of different staples in music.</i></p> <p><i>I can demonstrate interpretive devices as used in various styles of music.</i></p>	<p><i>while maintaining tone quality throughout the range (orchestra).</i></p>							<p><i>I can inspect 16th notes and rests.</i></p>
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Music Curricular Materials and Resources

The Hellgate Elementary music program utilizes a variety of instructional materials and resources to support student learning across all grade levels and program areas.

Grades K–4 General Music Materials

- **Game Plan** – Instructional resource for music games and activities
- **Chrome Music Lab** – Digital tool for exploring musical concepts
- **New England Dance** – Resources for movement and dance integration

Additional Instructional Resources:

Teachers may incorporate additional curriculum materials, texts, and resources to support instruction and meet student needs.

Grades 5–8 Instrumental and Vocal Materials

Printed Music and Repertoire:

- Published music for band, orchestra, and choir
- Resources sourced through vendors such as Schuberg Music and JW Pepper

Instrument Method Books and Instructional Series:

- Instrument-specific method books and ensemble resources
- Examples include Hal Leonard and Learning Together Strings

Digital Tools and Technology:

- Rhythm Randomizer – rhythm practice and assessment
- Tuner – intonation development
- Metronome – tempo and rhythm accuracy
- Sibelius Software – music notation and composition

Additional Instructional Resources:

Teachers may incorporate additional method books, repertoire, and instructional materials (e.g., Essential Elements, Traditions of Excellence, Sound Innovations, Suzuki Method) to support program needs and student learning, in alignment with district curriculum expectations and in communication with the Director of Curriculum.

Assessment

Assessment in music education is essential for monitoring student progress, guiding instruction, and demonstrating student learning. The Hellgate Elementary music program utilizes multiple forms of assessment that align with the National Core Arts Standards and Montana Music Standards.

Assessment Philosophy

Music assessment encompasses both formative and summative approaches that provide evidence of student growth in creating, performing, responding to, and connecting with music. Assessment in music is performance-based, observational, and reflective, recognizing that musical understanding is demonstrated through both skill development and conceptual knowledge.

Types of Assessment

Formative Assessment – Ongoing assessment that guides instruction and provides feedback to students during the learning process. Examples include:

- Teacher observation during rehearsals and activities
- Student self-assessment and reflection
- Peer feedback
- Exit tickets or quick checks for understanding
- Informal performance assessments

Summative Assessment – Assessment that measures student learning at the conclusion of a unit or period of instruction. Examples include:

- Concert performances
- Playing/singing tests
- Written assessments of musical concepts
- Portfolio of student compositions or recordings
- End-of-unit performance tasks

Assessment Strategies

The following assessment strategies are used across K–8 music programs:

Assessment Strategy	Example Applications
Performance Assessment	<ul style="list-style-type: none">• Solo or small group playing/singing tests• Demonstration of specific techniques• Concert performances evaluated with rubrics• Scale assessments
Self-Assessment	<ul style="list-style-type: none">• Students evaluate their own practice and performance• Reflection on concert performances• Goal-setting for musical growth• Practice logs (5–8)
Peer Assessment	<ul style="list-style-type: none">• Students provide constructive feedback to classmates• Small group evaluation using teacher-provided criteria• Ensemble section leaders assess sectional progress
Observational Assessment	<ul style="list-style-type: none">• Teacher observation of student engagement and participation• Monitoring of skill development over time• Documentation of student growth through anecdotal notes
Written Assessment	<ul style="list-style-type: none">• Identification of musical elements in listening examples• Short-answer or multiple-choice tests on musical concepts• Reflection writing about musical experiences• Analysis of musical forms and structures
Creative Assessment	<ul style="list-style-type: none">• Student compositions evaluated with rubrics• Improvisation demonstrations• Original arrangements or variations• Creative projects integrating musical concepts
Recording/Portfolio	<ul style="list-style-type: none">• Audio or video recordings of student performances over time• Collection of compositions and creative work• Documentation of student growth and achievement

Reporting Student Progress

Student progress in music is reported through:

- **Grades K–6:**

Performance Indicators —

E = Excellent | **S** = Satisfactory | **U** = Unsatisfactory | **N/A** = Not Assessed

- **Grades 7–8:**

Traditional Letter Grades

- Concert programs that showcase student achievement
- Progress reports and parent communication when needed
- Parent conferences when needed

Program Assessment

The music program is evaluated through:

- Student enrollment and retention data
- Concert attendance and community engagement
- Alignment with standards and curriculum goals
- Teacher reflection and professional collaboration
- Feedback from students, parents, and administrators

Appendices

<u>Appendix I</u>	Music Education Committee
<u>Appendix II</u>	National Core Arts Standards
<u>Appendix III</u>	Montana Standards and Performance Indicators
<u>Appendix IV</u>	Indicators of Successful Music Program Implementation
<u>Appendix V</u>	Professional Resources and References

Appendix I: Music Education Committee

School Personnel:

- Molly Blakely, Ed.D., Superintendent
- Erin Ellis, Ed.D., Director of Curriculum and Assessment

Music Educators:

- Heather Bristol-Flesch, B.A. of Music and Master of Education, M.Ed,
- Kristen Cottom, Bachelor of Fine Arts in Music Education and Master of Music in Wind Band Conducting and Pedagogy
- Randi Ruhkamp, Bachelor of Music Education
- Bethany White, Bachelor of Arts-Music Performance and Bachelor of Music Education

Stakeholders and Reviewers:

- Tom Cook, D.A., School Board Trustee
- Natalie Anderson, Parent
- Sarah Dennis, Parent
- Tricia Oliver, Parent

Hellgate Elementary School District counselors, librarians, and teachers were consulted on the curriculum used to address the music standards of our Hellgate students.

Appendix II: National Core Arts Standards

These are the processes that musicians have followed for generations, even as they connect through music to themselves and their societies. Students need to have experience in creating, to be successful musicians, and to be successful 21st-century citizens. Students need to perform – as singers, as instrumentalists, and in their lives and careers. Students need to respond to music, as well as to their culture, their community, and their colleagues.

–National Association for Music Education

Creating

- Anchor 1: Imagine Musical Ideas
- Anchor 2: Organize and Develop Musical Ideas
- Anchor 3: Refine and Complete Musical Work

Performing

- Anchor 4: Select, Analyze, Interpret Music to Perform
- Anchor 5: Rehearse for Performance
- Anchor 6: Present Musical Work

Responding

- Anchor 7: Perceive and Analyze Music
- Anchor 8: Interpret Intent and Meaning to Music
- Anchor 9: Apply Criteria to Evaluate Music

Connecting

- Anchor 10: Synthesize and Relate Knowledge to Personal Experiences
- Anchor 11: Relate Art with Societal, Cultural, and Historical Context

National Arts Core Standards. (2014). <https://www.nationalartsstandards.org/>

Appendix III: The Montana Standards and Performance Indicators

Creating					
Kinder	1st	2nd	3rd	4th	5th–8th
Explore and experience musical concepts. Demonstrate a Musical Idea.	Create musical ideas for a purpose. Identify Musical Ideas.	Explore musical ideas for a purpose. Discuss the expressive intent of patterns and ideas for music.	Identify the connection between rhythmic and melodic ideas. Identify expressive intent of selected musical ideas.	Explain the connection between rhythmic, melodic, and harmonic ideas. Organize musical ideas for an express purpose.	Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniment. Select musical ideas for arrangements, songs, and compositions.

Performing					
Kinder	1st	2nd	3rd	4th	5th–8th
Identify changes in musical ideas. Identify expressive qualities in music. Rehearse to improve performance. Perform music with expression.	Discuss changes in music. Describe the purpose of a variety in music. Rehearse for performance. Perform music for a purpose.	Interpret changes in music. Identify expressive-ness in music. Evaluate expressive-ness of music. Perform music with expression and accuracy.	Explain revisions to music. Discuss how intent is conveyed through expressive qualities. Evaluate effective musical performance. Perform music with expression and accuracy.	Identify revisions for personal musical ideas. Identify the structure and elements in music selected for performance. Evaluate accuracy and expressiveness of musical performances. Perform music with expression, technical accuracy, and interpretation.	Evaluate personal musical ideas. Evaluate the structure of contrasting pieces of music selected for performance. Rehearse and determine when music is ready to perform. Perform music with technical accuracy, expression, and culturally respectful practices to convey the

					composer's intent.
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Responding					
Kinder	1st	2nd	3rd	4th	5th–8th
discuss preferences in musical selections. discuss expressive qualities of music. identify preferences in evaluating music	identify influences in making musical selections. identify expressive qualities of music. describe preferences while evaluating music	explain responses to musical selections. explain how expressive qualities support intent in music. discuss personal preferences in evaluating musical selections	evaluate responses to musical selections. describe how expressive qualities determine intent in music. identify criteria to evaluate musical performances	explain connections to responses, musical structure, and elements. explain how expressive qualities help performers interpret music. use established criteria to evaluate musical works and performances	compare connections between musical selections for a specific purpose. compare how composers and performers interpret expressive qualities of music to create performances develop criteria to evaluate musical works and performances

Connecting					
Kinder	1st	2nd	3rd	4th	5th–8th
<p>identify emotions when experiencing music</p> <p>identify connections between music, arts, and daily life in a variety of contexts</p>	<p>describe emotions when experiencing music</p> <p>describe connections between music, arts, and daily life in a variety of contexts</p>	<p>discuss emotions when experiencing music</p> <p>describe musical expressions in terms of patterns and connections to daily life</p>	<p>explain emotions experienced when creating, performing, and responding to music</p> <p>discuss patterns and connections between music, arts, and daily life</p>	<p>convey personal emotions using elements of music</p> <p>demonstrate understanding of the connection between music and its historical and cultural context</p>	<p>evaluate how personal connections inform creation, performance, and response to music</p> <p>evaluate connections between music and historical and cultural context</p>

Appendix IV: Indicators of Successful Music Program Implementation

The Indicators of Successful Implementation serve as a guide for evaluating the success of the music curriculum and ensuring that it aligns with standards and best practices in music education.

Is the curriculum being followed?

- See this document.
- The music curriculum is organized by grade level and program area (K-4 General Music, 5-8 Band/Orchestra/Choir), addressing what students should know and be able to do in the following areas:
 - Rhythm
 - Melody
 - Harmony
 - Timbre
 - Form
 - Expression/Technique
 - Composition/Improvisation
 - Style

Are adopted materials and resources being used?

- See adopted materials and supplemental resources in the Curricular Materials & Resources section.

Are students engaged in learning the grade-level outcomes leading to mastery of the standards?

- Students demonstrate progress in creating, performing, responding to, and connecting with music.

Is there evidence of maximum participation by students during each lesson?

- All students are actively engaged in musical activities appropriate to their developmental level.

Is instruction of sufficient depth that knowledge acquisition and skill development occur in students' ability to create music, perform with technical accuracy and expression, critically analyze music, and make connections to culture and personal experience?

Are students provided with multiple performance opportunities throughout the year?

- Concerts, assemblies, community events, and informal performances showcase student learning.

Is technology being used when appropriate?

- Digital tools, notation software, recording equipment, and online resources enhance musical learning when appropriate.

Is a variety of instructional approaches being utilized?

- Examples include: singing, playing instruments, movement, listening activities, composition projects, improvisation, small group work, individual practice, technology integration, guest artists, and concert attendance.

Are appropriate and varied assessment practices being used?

- Assessments may include: performance assessments, self-assessment, peer feedback, written assessments, creative projects, recordings, rubrics, and observation.

Does the music program reflect diverse musical styles, cultures, and historical periods?

- Repertoire and instruction include music from various cultures, including Montana's American Indian traditions, and represents diverse composers and musical traditions.

Are adequate instruments, equipment, and materials available and maintained?

- Resources support quality instruction and student learning across all program areas.

Is the music program accessible and equitable for all students?

- All students have opportunities to participate regardless of background, ability, or financial circumstances.

Appendix V: Professional Resources and References

State and National Guidance:

- [Office of Public Instruction: Music Education](#)
- [National Arts Core Standards](#)

Professional Organizations:

- [National Association of Music Education](#)
- [Montana Music Educators Association](#)
 - [American Choral Directors Association](#)
 - [Montana Choral Directors Association](#)
 - [American String Teachers Association](#)
 - Montana String Teachers Association
 - [National Band Association](#)
 - [Montana Bandmasters Association](#)
 - [Montana General Music Teachers Association](#)

Sample Curriculum and Reference Documents:

- [Billings Music Curriculum](#)
- [7th & 8th Grade Music Billings](#)

The Billings Public Schools music curriculum was used as a reference in the development of this document, with permission and appreciation.