

The School District of Holmen



K~12 Music Curriculum



2019-2020

INSTRUCTIONAL SERVICES DEPARTMENT

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[Wisconsin's Model Academic Standards for Music \(live link\)](#)

Executive Summary

The Music committee has worked to develop a curriculum that provides a framework for social studies education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

The School District of Holmen has adopted the Wisconsin Standards for Music. These standards were developed by Wisconsin educators and stakeholders who share expertise in music and the field of education. These standards were developed to build students' skills and knowledge through musical activities using the processes of creating, performing, responding, and connecting. In the School District of Holmen, we understand that providing artistic processes assists in building foundational music skills to prepare our students to be college, career, and community ready.

The body of the curriculum is divided by grade level and content. The curriculum for each level outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations. Each unit provides an overview of the content, unit objectives, priority standards, supporting standards, and learning targets to clearly articulate the competencies to be met within the curriculum.

EDUCATIONAL PHILOSOPHY STATEMENT

Philosophical Foundation: The School District of Holmen (District) exists for the purpose of providing an equitable education to all students. The Board of Education (Board) believes that all children should be educated to the full extent of their abilities, aptitudes, capabilities, and interests by recognizing and providing for individual differences. The District will operate under democratic principles, with decisions made in a democratic manner by a representative Board elected by the people of the District.

The District exists for all the youth of the community. In its planning, the Board, administration, and staff shall be aware of the needs of all children and shall strive to establish goals and educational opportunities that meet such needs to the greatest extent possible. The Board, administration, and staff shall strive to make sure that decisions and educational opportunities reflect the best practices. The Board operates ensuring Wisconsin State Statute is followed and mandates are met, while exercising local authority.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which they should be encouraged to develop as much as possible. The District shall provide educational opportunities with as much breadth as possible to foster such development. The District through the Board, administration, and staff shall provide quality schools where achievement, character, and equity are the foundation for establishing a positive school community.

Legal Ref: Wisconsin State Statutes Sections
118.001 Duties and powers of school boards
118.01 Educational goals and expectations

Cross Ref: 210 Administration Leadership
411 Equal Education

Approved: March 1984
Revision Approved: November 25, 2002
Revised: October 20, 2008
Approved: October 27, 2008
Revised: October 9, 2013
Approved: October 28, 2013
Revised: December 18, 2019
Approved: January 13, 2020

School District of Holmen



Vision Statement

Educating every student to achieve global success.






Mission Statement

Educate and inspire students today and prepare them for tomorrow by:

- ***Ensuring that all students learn at high levels.***
- ***Developing the following 21st Century Skills: innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills and computer and media literacy.***
- ***Achieving a deeply held partnership with the entire community.***
- ***Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.***

School District of Holmen
2019 Dashboard - Focus Area Performance

"Educating every student to achieve global success."

STUDENT LEARNING 	FISCAL 	WORKFORCE 	CUSTOMER STAKEHOLDER ENGAGEMENT 	HEALTH & SAFETY 
Provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future. <small>Academic Excellence, Character</small>	Provide and sustain the highest level of student learning in a fiscally responsible manner. <small>Productivity, Sustainability</small>	A workforce capable of consistently providing service aligned with achieving the District's Vision and Mission. <small>Capacity, Capability, Continuity, Engagement</small>	Engage customers in the Vision and Mission by listening to their voice, building relationships, and valuing their input to identify opportunities for improvement.	Foster physical safety, wellness and mental health for District staff and students. Prevent and prepare for crisis situations. <small>Physical Safety, Social/Emotional Wellbeing</small>
Key Measure Performance	Key Measure Performance	Key Measure Performance	Key Measure Performance	Key Measure Performance
Graduation Rate =	Expenditures per Student Performance =	Pupil-to-Staff Ratio - All Staff =	Open Enrollment v	Worker's Compensation Experience Modifier =
English Language Arts =	Comparative Expenditures per Pupil =	Staff Satisfaction =	Student Satisfaction =	WSSCA (Safety) Checklist ^
Math =	Maintenance and Operations Cost per Square Foot v	Retention Rate - Educators =	Parent Satisfaction ^	Student Attendance Rate =
ACT v	Transportation Cost per Pupil Mile v	Capability Measure TBD	Volunteers *	Student Safety Survey =
Student Character - Report Card =	Moody's Rating ^		Social Media Engagement ^	Confirmed Bullying Incidents v
Student Character - Survey =	Fund Balance as % of Total Expenditures =		Students with 2+ Out of School Suspensions ^	
	Tax Mill Rate =			
	Special Programs Support as a % of Operational Expenditures =			
	Fund Balance Nutrition Services as % of Expenditures =			
Performance Key				
Trend - In most recent 3 data years	Status - Compared to Peers, State and/or District Goal			
Improved	1. Better than peer & state comparables, or 2. Achieving district goal, or 3. Satisfaction survey 90% or greater	1. Better than peer or state comparable, or 2. 1-10% from district goal, or 3. Satisfaction survey between 80% and 70%	1. Worse than peer & state comparable, or 2. More than 10% from district goal, or 3. Satisfaction survey 70% or less	1. No current peer or state comparable, and 2. No current district goal
Diminished	^	^	^	^
Less than 5% change	v	v	v	v
Less than 3 data years available	=	=	=	=
	*	*	*	*
PEER DISTRICTS: Ashwaubenon, Beaver Dam, Elkhorn, Fort Atkinson, Greenfield, Kaukauna, Menomonie, Milton, New Richmond, Onalaska and Sauk Prairie				
These eleven peer districts were selected because they are more like Holmen than any other districts around the state in: Enrollment, % Students Receiving Free/Reduced Meals, % Students with English as a Learned Language and % Students with Disabilities.				

LEARNER GOALS

Philosophical Foundation: The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance and preparation of life skills.

Administrative Rule Provisions:

Therefore, in the School District of Holmen:

The Learner Will:

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, and concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy lifestyle.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government, including a reverence and respect for and the history of the American flag, the Declaration of Independence, the U.S. Constitution and the Constitution and Laws Wisconsin, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy and prepare them for the transition from school to work.

9. Respect culture diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individual and multi-cultural diversity and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware of and be able to generate those forms of experience that have artistic and aesthetic meaning.

Revised: August, 1997

Revised: January 2004

Approved: February 23, 2004

Revised: November 19, 2007

Approved: December 10, 2007

Revised: February 12, 2013

Approved: February 25, 2013

Wisconsin Educator Standards

The Wisconsin Educator Standards outline characteristics of good educators by identifying the components and defining qualities of best professional practice. The Wisconsin Educator Standards are incorporated into educator preparation programs by Wisconsin colleges and universities. Wisconsin educators use these Standards to guide career-long professional development.

Educators are defined as professionals working in Wisconsin schools as teachers, pupil services professionals, and administrators. To receive an educator license in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under Wisconsin standards that fit their educational profession.

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate a proficient performance in the knowledge, skills, and dispositions under all of the teacher standards.

The ten teacher standards for teacher development and licensure are:

1. **Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. **Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, and active engagement in learning, and self-motivation.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

School District of Holmen

2019-2020

School Board of Education Members

Cheryl Hancock-President
Rebecca Rieber-Vice President
Gary Dunlap-Treasurer
Anita Jogodzinski-Clerk
Barb Wettstein
Tom Kruse
Brian Wopat
Elizabeth Pfaff-Student Representative

Administration

Dr. Kristin Mueller, District Administrator
Julie Holman, Director of Finance & Operations
Jill Mason, Director of Student Services
Kimberly Edwards, Director of Instructional Services
Gregory Krueger, Director of Information & Technology
Rachel Fawver, Evergreen Elementary Principal
Dr. Patrice Tronstad, Prairie View Elementary Principal
Natalie Morgan, Sand Lake Elementary Principal
Bonnie Striegel, Viking Elementary Principal
Ryan Vogler, Middle School Principal
Keri Holter, Middle School Associate Principal
Wayne Sackett, High School Principal
Dr. Nick Weber, High School Associate Principal
Nick Bakke, High School Associate Principal
Mark Englerth, Activities Director

School District of Holmen Board of Education Action Regarding State Standards for Music

Action was taken by the School Board of Holmen on Monday, July 8, 2019 to adopt the following:

Notification to Parents/Guardians of School Board Adopted Student Academic Standards

BE IT RESOLVED that the Board of Education approve the adoption of the Wisconsin State Standards as part of a process to meet the students' needs as recommended. Motion by T. Kruse and seconded by A. Jagodzinski. Motion carried.





SCHOOL DISTRICT OF HOLMEN

INSTRUCTIONAL SERVICES DEPARTMENT

Music Vision Statement

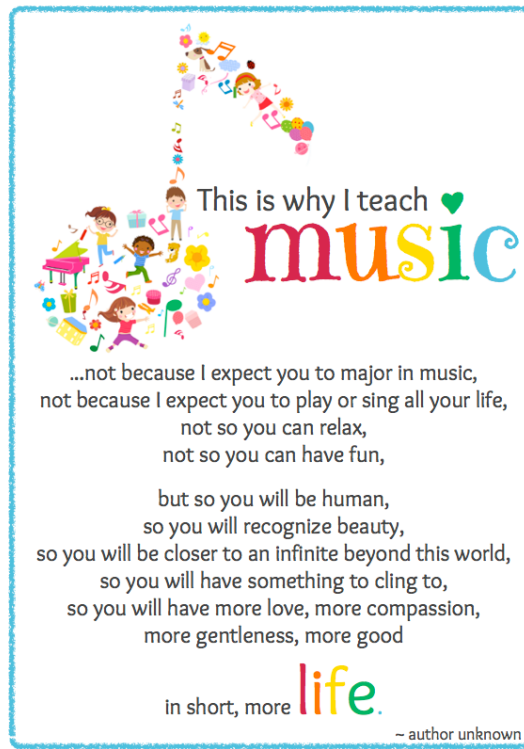
Our vision is to provide a comprehensive music education which encourages lifelong enjoyment and appreciation of music.

Music Mission Statement

In order to achieve our vision, the music department will:

- Provide a music foundation guided by the Wisconsin Standards for Music 2017.
- Provide an aesthetic experience enhancing the quality of life within our schools and community.
- Offer opportunities for students to demonstrate their musical knowledge and skills through the artistic processes of: Create, Perform, Respond, and Connect.

Music in Wisconsin



Music prepares our young people to be college, career, and community ready. It has separate strands, yet emphasized artistic expressions through experiential opportunities.

Music is composed of artistic processes that focus on creating, performing, responding, and connecting with two main music domains: General Music and Performance Music. Thus preparing our students for college and career opportunities.

-WI Department of Public Instruction

School District of Holmen Music Committee Membership

Elementary

Mona Gardner, Shelly Heerts, Erin Robinson and Beth Waldron

Holmen Middle School

Kathy Dressler, Jeff Krauklis, Rachel O'Donnell and Andrew Siaz

Holmen High School





Kathy Dressler, Troy Larson and Michelle Jensen

Administrator & Instructional Services Coordinator:

Kimberly Edwards, Director of Instructional Services

Kellie Schmitz, Supervisor of Instructional Services

Timeline for Music Curriculum Writing

<p>2016-2017</p>	<p style="text-align: center;">Self Study</p> 	<p>School District of Holmen staff participated in a self study year. They presented their findings to the Board of Education in the late spring of 2017.</p>
<p>2017-2018</p>	<p style="text-align: center;">DPI Adopts Music Standards</p> 	<p>SDH continued to evaluate the findings of the music self study.</p>
<p>2018-2019</p>	<p style="text-align: center;">Curriculum Writing</p> 	<p>The K-12 music curriculum committee used the DPI new Music Standards to rewrite SDH music curriculum</p>
<p>2019-2020</p>	<p style="text-align: center;">Resource Review and Allocation</p> 	<p>The K-12 music curriculum committee reviewed and piloted a variety of resources and materials. In February 2020, music items were purchased.</p>
<p>October 29, 2019</p>	<p style="text-align: center;">Music Curriculum Presentation</p>	<p>The music curriculum committee presented their curriculum writing and resource review to the SDH Curriculum Council</p>
<p>May 26, 2020</p>	<p style="text-align: center;">Music Curriculum Presentation</p>	<p>Presentation of music curriculum to the SDH School Board</p>



SCHOOL DISTRICT OF HOLMEN

INSTRUCTIONAL SERVICES DEPARTMENT

Elementary Music Curriculum

The School District of Holmen K-5 Elementary Music Curriculum is a program which includes performance, creativity, literacy, response and connections at all levels and grades. The difficulty of materials, the complexity of what students do with them and the sophistication of skills change and adapt as the program progresses.

The K-5 Elementary General Music Program uses Making Music book Silver Burdett and various additional resources as vehicles in teaching the curriculum. These resources provide a structure and a framework in an integrated format that addresses the Wisconsin Standards for Music and the School District of Holmen goals.

Kindergarten - 2nd Grade Music Curriculum

<u>GRADE BAND</u>	<u>UNIT</u>	<u>PRIORITY STANDARD</u>	<u>PERFORMANCE INDICATOR (LEARNING TARGETS)</u>
K-2	<p>STEADY BEAT <i>Students will be able to feel the beat when listening to a song.</i></p>	<p>MP1.Cr.1.e MG.1.Cr.4.e MG3.R1.e</p>	<ul style="list-style-type: none"> ● I can play a steady beat. ● I can recognize steady beat. ● I can move my body rhythmically and creatively. ● I can keep a steady beat.
K-2	<p>SINGING VOICE <i>Students will learn to use voice appropriately.</i></p>	<p>MP1.Cr.1.e MG1.Cr.2.e</p>	<ul style="list-style-type: none"> ● I can play singing games. ● I can make high and low sounds. ● I can sing in a group. ● I can use a singing voice. ● I can sing songs from around the world. ● I can use singing, speaking, shouting, and whisper voices. ● I can perform concert pieces with my peers.
K-2	<p>RHYTHMIC NOTATION <i>Students will be able to read music notation.</i></p>	<p>MG.1.Cr.3.e MG.1.Cr.4.e</p>	<ul style="list-style-type: none"> ● I can echo rhythms. ● I can use long and short sounds. ● I can make notes with manipulatives. ● I can recognize ta, ti-ti, and rest.
K-2	<p>MUSIC TERMINOLOGY Students will be able to recognize terminology.</p>	<p>MP1.Cr.1.e MG1.Cr.2.e MG.1.Cr.3.e MG.1.Cr.4.e</p>	<ul style="list-style-type: none"> ● I can use long and short sounds. ● I can make fast and slow sounds. ● I can make high and low sounds. ● I can recognize a steady beat. ● I can point to the performer and point to the audience. ● I can recognize ta, ti-ti, and rest. ● I can play classroom instruments. ● I can recognize and introduction.
K-2	<p>HISTORY/CULTURE /APPRECIATION <i>Students will appreciate the history and culture of music.</i></p>	<p>MG4.Cn.1.e MP4.Cn.4.e</p>	<ul style="list-style-type: none"> ● I can play singing games. ● I can point to the performer and point to the audience. ● I can sing songs from around the world. ● I can listen to many types of music. ● I can watch a concert quietly with eyes on the performer. ● I can clap politely after a performance. ● I can respond with polite comments. ● I can create pictures with manipulatives based on how the music makes me feel. ● I can use music for celebration.

K-2	IMPROVISATION <i>Students will be given opportunities to improvise music.</i>	MG1.Cr.2.e	<ul style="list-style-type: none"> ● I can play classroom instruments. ● I can make fast and slow sounds. ● I can make loud and soft sounds. ● I can make high and low sounds. ● I can move my body rhythmically and creatively.
K-2	CLASSROOM INSTRUMENTS <i>Students will play musical instruments alone and with others.</i>	MP1.Cr.1.e MG2.P.1.e MP2.P.6.e MP2.P.7.e	<ul style="list-style-type: none"> ● I can play a steady beat. ● I can make fast and slow sounds. ● I can make high and low sounds. ● I can use long and short sounds. ● I can play classroom instruments. ● I can echo patterns by hearing them.
K-2	CONCERT ETIQUETTE <i>Students will be able to display proper audience and performer behavior.</i>	MG2.P.4.e MP2.P.8.e MG3.R.4.e	<ul style="list-style-type: none"> ● I can perform concert pieces with my peers. ● I can listen to many types of music. ● I can watch a concert quietly with eyes on the performer. ● I can clap politely after a performance. ● I can respond with polite comments. ● I can point to a group of people being respectful.
K-2	CREATIVE MOVEMENT <i>Students will display appropriate movement along with music.</i>	MG1.Cr.2.e MP2.P.6.e MP2.P.7.e MG3.R.2.e MG4.Cn.3.e	<ul style="list-style-type: none"> ● I can move my body rhythmically and creatively. ● I can play singing games.
1-2	MELODIC NOTATION <i>Students will display knowledge of musical notes.</i>	MG.1.Cr.3.e MG2.P.5.e	<ul style="list-style-type: none"> ● I can make music notes with manipulatives.

Grades 3- 5 Music Curriculum

<u>GRADE BAND</u>	<u>UNIT</u>	<u>PRIORITY STANDARD</u>	<u>PERFORMANCE INDICATOR (LEARNING TARGETS)</u>
3-5	<p>STEADY BEAT</p> <p><i>Students will be able to feel the beat when listening to a song.</i></p>	<p>MG2.P.7.i</p> <p>MG2.P.6.i</p> <p>MP2.P.14.i</p> <p>MP2.P.15.i</p>	<ul style="list-style-type: none"> ● I can move my body rhythmically and creatively. ● I can play classroom instruments. ● I can sing or play instruments with my peers. ● I can sing or play instruments with my peers.
	<p>SINGING VOICE</p> <p><i>Students will be able to learn to use voice appropriately.</i></p>	<p>MG1.Cr.5.i</p> <p>MG2.P.6.i</p>	<ul style="list-style-type: none"> ● I can play singing games at my appropriate grade level. ● I can sing alone and with others.
	<p>RHYTHMIC NOTATION</p> <p><i>Students will be able to read music notation.</i></p>	<p>MG1.Cr.5.i</p> <p>MG.1.Cr.7.i</p> <p>MG3.R.5.i</p>	<ul style="list-style-type: none"> ● I can compose a short rhythmic composition for unpitched classroom instruments. ● I can compose a short melodic/rhythmic composition for the recorder. ● I can read and notate rhythms including: whole, half, quarter, eighth and sixteenth notes; whole, half and quarter rests.
	<p>MELODIC NOTATION</p> <p><i>Students will display knowledge of musical notes.</i></p>	<p>MG1.Cr.5.i</p> <p>MG1.Cr.7.i</p> <p>MG1.Cr.8.i</p> <p>MG3.R.5.i</p>	<ul style="list-style-type: none"> ● I can compose a short rhythmic composition for unpitched classroom instruments. ● I can compose a short melodic/rhythmic composition for the recorder. ● I can show melodic direction (skips, steps, repeated notes). ● I can read and notate treble clef notes. ● I can identify melodic direction (skips, steps and repeated notes).
	<p>MUSIC TERMINOLOGY</p> <p><i>Students will be able to recognize terminology.</i></p>	<p>MG1.Cr.8.i</p> <p>MG2.P.7.i</p> <p>MG3.R.5.i</p> <p>MG3.R.6.i</p> <p>MG3.R.7.i</p>	<ul style="list-style-type: none"> ● I can show melodic direction (skips, steps, repeated notes). ● I can sing/play the dynamic markings piano, forte, mezzo-piano and mezzo-forte. ● I can read and notate treble clef notes. ● I can read and notate rhythms including: whole, half, quarter, eighth, and sixteenth notes; whole, half, and quarter rests. ● I can aurally identify major and minor keys. ● I can identify melodic direction (skips, steps and repeated notes). ● I can identify instruments within four orchestra families. ● I can recognize tempi including: presto, largo, andante, moderato, accelerando, and ritardando. ● I can identify and describe major and minor keys. ● I can describe the dynamic markings piano,

			<p>forte, mezzo-piano and mezzo-forte.</p> <ul style="list-style-type: none"> I can identify instruments within the four orchestral families.
	<p>HISTORY/CULTURE /APPRECIATION <i>Students will appreciate the history and culture of music.</i></p>	<p>MG2.P.9.i MG2.P.10.i MG4.Cn.5.i MG4.Cn.6.i MG4.Cn.7.i</p>	<ul style="list-style-type: none"> I can value and respect many genres of performances. I can perform, participate or play in music from various cultures around the world. I can understand how music fits into history. I know how music connects to emotion I can explain how music is used in my culture and others. I can see similarities and differences between my musical culture and others. I can respect and value many genres of music.
	<p>IMPROVISATION <i>Students will be given opportunities to improvise music.</i></p>	<p>MG1.Cr.6.i</p>	<ul style="list-style-type: none"> I can improvise vocally and/or on classroom instruments.
	<p>CLASSROOM INSTRUMENTS <i>Students will play musical instruments alone and with others</i></p>	<p>MG1.Cr.5.i MG1.Cr.6.i MG.1.Cr.7.i MG.2.P.6.i MP2.P.14.i MP2.P.15.i</p>	<ul style="list-style-type: none"> I can compose a short rhythmic composition for unpitched classroom instruments. I can improvise vocally and/or on classroom instruments. I can compose a short melodic/rhythmic composition for the recorder. I can compose a short, rhythmic composition for unpitched classroom instruments. I can play classroom instruments. I can sing or play instruments with my peers. I can sing or play instruments with my peers.
	<p>CONCERT ETIQUETTE <i>Students will be able to display proper audience and performer behavior.</i></p>	<p>MG2.P.8.i MP2.P.16.i MG3.R.8.i</p>	<ul style="list-style-type: none"> I can offer positive comments and opportunities for improvement upon completion of a performance. I can offer positive comments after listening to performance by peers. I can determine proper concert etiquette in a variety of settings. I demonstrate and know my role as a performer and audience member.
	<p>CREATIVE MOVEMENT <i>Students will display appropriate movement along with music.</i></p>	<p>MG2.P.7.i</p>	<ul style="list-style-type: none"> I can move my body rhythmically and creatively.

- For more information: here is a link to the Wisconsin DPI Music Standards 2017
- <https://dpi.wi.gov/fine-arts/music/education-standards>



Middle School Curriculum

The middle school years are a critical period for musical development in students' lives. Music students' performance or study in middle school often becomes an integral part of their personal musical repertoire.

The role that music will play in the lives of Holmen Middle School students depends in large measure on the level of skills they achieve in creating, performing, responding, and connecting to music. The middle school curriculum presumes that the students have achieved the standards specified for grades K-5. Every course in 6-8 music, including performance courses, provides instruction in creating, performing, listening & responding, cultural & historic connections, and response & analysis, along with focusing on each class's specific subject matter.

The middle school music curriculum provides students with an awareness of the form and structure in music, while working to develop their creativity. Broad experience with a variety of music is necessary if the students are to make informed musical judgments and choices. This also enables them to begin to understand the connections and relationships between music and other disciplines. By understanding the culture, history, social attitudes and behaviors, students are better prepared to live and work in a global society.

Middle School Music Courses:

6-8 Band

Band is a year-long performance music class. Students will learn to play band instruments both as individuals in pull-out lessons and as a group in an ensemble setting. Several performances, outside the school day, are required during the year.

6-8 Choir

Choir is a year-long performance music class. Students will learn how to use their singing voices in a large group setting to perform various musical selections in multiple performances throughout the year.

6-8 Orchestra

Orchestra is a year-long music performance class. Students may begin in 6th grade, and will participate in large-group rehearsals as well as pull-out small group lessons. There will be several required performances during the year.

6th Grade General Music

This class is mandatory for students who do not take a music performance class and meets every other day for one semester. Sixth grade music reinforces the basic elements of music taught in the elementary school, and applies these elements in a hands-on, creative process, so that students can express their individuality. Students will focus on the elements of music (expression, rhythm, form, melody, timbre, texture and harmony), and will compose simple rhythms and melodies. They will explore a variety of musical styles while learning about the history of music. Students will take a retrospective look at music from the Baroque period to styles of the 20th Century such as Jazz and Folk music.

7th Grade American Popular Music

This course will explore American Popular Music from the mid 1800's - today. A variety of projects and presentations are part of the requirements for this course.

8th Grade Music Lab

Music lab is a hands on learning experience for students who do not wish to participate in a performance music class. Students will learn to play guitar, keyboard and drumming as well as learn about the cultures from which these instruments/music comes from.

Middle School Band

<u>GRADE BAND</u>	<u>LEARNING OUTCOME</u>	<u>PRIORITY STANDARD</u>	<u>PERFORMANCE INDICATOR (LEARNING TARGETS)</u>	<u>ASSESSMENTS</u>
6-8	<p>RHYTHMIC UNDERSTANDING Students will demonstrate understanding of rhythms found in levels 1-3 of <i>Standard of Excellence</i> in both band rehearsals and weekly band lessons.</p>	<p>MP1.Cr.10.m MP2.P.17.m</p>	<ul style="list-style-type: none"> ● Students will count and clap music with middle-level rhythms and meters ● Students will aurally identify music with middle-level rhythms and meters ● Students will perform music with middle-level rhythms and meters 	<ul style="list-style-type: none"> ● Formative Assessment ● Summative Assessment ● Aural Performance Evaluations ● Written Performance Evaluation ● Weekly band lessons
6-8	<p>NOTATION Students will demonstrate understanding of notes, fingerings/slide positions, and keys of notation found in levels 1-3 of <i>Standard of Excellence</i> in both band rehearsals and weekly band lessons.</p>	<p>MP1.Cr.9.m MP1.Cr.11.m MP1.Cr.12.m MP3.R.10.m</p>	<ul style="list-style-type: none"> ● Student will notate music with middle-level rhythms and meters ● Students will notate middle-level scales ● Students will notate middle-level melodic fragments 	<ul style="list-style-type: none"> ● Formative Assessment ● Summative Assessment ● Written Performance Evaluation ● Weekly band lessons
6-8	<p>MUSIC TERMINOLOGY Students will demonstrate knowledge of music terminology found in levels 1-3 of <i>Standard of Excellence</i> in both band rehearsals and weekly band lessons.</p>	<p>MP3.R.11.m MP3.R.13.m MP4.Cn.10.m</p>	<ul style="list-style-type: none"> ● Students will identify common middle-level music terms ● Students will interpret common middle-level music terms ● Students will demonstrate common middle-level music terms 	<ul style="list-style-type: none"> ● Formative Assessment ● Summative Assessment ● Aural Performance Evaluations ● Written Performance Evaluation ● Weekly band lessons
6-8	<p>HISTORY/CULTURE /APPRECIATION Students will learn and participate in history, culture, and appreciation activities to achieve understanding of music in the greater world in both</p>	<p>MP4.Cn.9.m MP4.Cn.10.m MP4.Cn.11.m MP4.Cn.12.m</p>	<ul style="list-style-type: none"> ● Students will perform music in a variety of styles and period of composition. ● Students will attend live performances of other school and amateur groups 	<ul style="list-style-type: none"> ● Formative Assessment ● Summative Assessment ● Aural Performance Evaluations

	band rehearsals and weekly band lessons.			<ul style="list-style-type: none"> • Written Performance Evaluation • WSMA Rubrics • Weekly band lessons
6-8	<p>IMPROVISATION Students will compose and perform short pieces using improvisation activities and assignments in both band rehearsals and weekly band lessons.</p>	MP1.Cr.10.m	<ul style="list-style-type: none"> • Students will create and play variations on short melodies • Students will complete musical phrases of a given piece of music. 	<ul style="list-style-type: none"> • Formative Assessment • Summative Assessment • Aural Performance Evaluations • Weekly band lessons
6-8	<p>PEDAGOGY Students will explain and demonstrate foundational skills necessary for high quality performance on his/her instrument in both band rehearsals and weekly band lessons.</p>	MP2.P.17.m MP2.P.18.m MP2.P.23.m	<ul style="list-style-type: none"> • Students will use proper posture • Students will use proper hand and instrument position • Students will use proper embouchure • Students will use proper breath support and stick technique • Students will use proper air support/breathing • Students will demonstrate characteristic tone for instrument • Students will demonstrate appropriate care and maintenance of instrument • Students will perform required scales 	<ul style="list-style-type: none"> • Formative Assessment • Summative Assessment • Aural Performance Evaluations • Written Performance Evaluation • Weekly band lessons
6-8	<p>CONCERT ETIQUETTE Students will be able to explain and demonstrate concert etiquette and decorum.</p>	MP2.P.24.m MP3.R.12.m	<ul style="list-style-type: none"> • Students will demonstrate self/group confidence, discipline, and accepted performance decorum 	<ul style="list-style-type: none"> • Formative Assessment • Summative Assessment • Performance Evaluation • Classroom Discussion • Weekly band lessons

Middle School Choir

Grade Band	Units	Standard	Performance Indicator (Learning Targets)	Assessment
6-8	<p>SIGHT READING</p> <p>Students will learn and understand the concept of sight-reading.</p>	<p>MP2.P.17.m MG2.P.18.m MP2.P.20.m MP2.P.22.m MP2.P.24.m MP3.R.10.m MP3.R.11.m</p>	<ul style="list-style-type: none"> ● Students can sing sight reading examples in varied musical styles in both large group rehearsals and lesson settings. ● 6th grade students will identify and demonstrate syllables Do through Sol in a stepwise motion in a large group rehearsal setting. ● 7th grade students will identify and demonstrate syllables Do through La in a stepwise motion and a major 3rd in both large group rehearsals and lesson settings. ● 8th grade students will identify and demonstrate syllables Do through Do in stepwise motion as well as a major 3rd and 5th in both large group rehearsals and lesson settings. 	<ul style="list-style-type: none"> ● Aural Observation ● Weekly Lessons
6-8	<p>MUSIC SYMBOLS</p> <p>Students will understand and demonstrate their knowledge of music symbols.</p>	<p>MP2.P.17.m MG2.P.18.m MP2.P.20.m MP2.P.22.m MP2.P.24.m MP3.R.10.m MP3.R.11.m MP3.R.13.m MP4.Cn.9.m</p>	<ul style="list-style-type: none"> ● Students will be able to identify and demonstrate musical terms in varied musical styles in both large group rehearsals and lesson settings. ● 6th grades will be able to identify and demonstrate terms including: time signature, key signature and treble clef notes in a large group rehearsal setting. ● 7th grade students will be able to identify and demonstrate terms including: time signatures, key signatures, treble and bass clef notes as well as some accidentals in both large group rehearsals and lesson settings. ● 7th grade students will be able to identify and demonstrate terms including: time signatures, key signatures, treble and bass clef notes as well as all accidentals in both large group rehearsals and lesson settings. 	<ul style="list-style-type: none"> ● Aural Observation ● Weekly Lessons ● Written Assessment
6-8	<p>DICTION</p> <p>Students will practice and demonstrate appropriate diction.</p>	<p>MP2.P.17.m MG2.P.18.m MP2.P.20.m MP2.P.22.m MP2.P.24.m MP3.R.10.m MP3.R.11.m MP3.R.13.m MP4.Cn.9.m MP3.R.12.m MP3.R.13.m</p>	<ul style="list-style-type: none"> ● 6th grade students will begin to understand what diction is and why it is important in the vocal music context in a large group rehearsal setting. ● 7th grade students will continue to learn and understand what diction is and why it is important in the vocal music context in both large group rehearsals and lesson settings. ● 8th grade students will understand what diction is and why it is important in the 	<ul style="list-style-type: none"> ● Aural Observation ● Weekly Lessons

		MP4.Cn.9.m	vocal music context in both large group rehearsals and lesson settings.	
6-8	<p>CONCERT ETIQUETTE</p> <p>Students will learn and demonstrate proper concert behavior and etiquette.</p>	MP2.P.17.m MG2.P.18.m MP2.P.20.m MP2.P22.m MP2.P.24.m MP3.R.10.m MP3.R.11.m MP3.R.13.m MP4.Cn.9.m MP3.R.12.m MP3.R.13.m MP4.Cn.9.m MP3.R.12.m MP3.R.13.m MP4.Cn.9.m	<ul style="list-style-type: none"> 6th grade students will be introduced to proper concert etiquette, which includes how to behave while <i>watching</i> a performance as well as how to behave and act when performing in a concert. 7th grade students will continue to practice good concert etiquette through performance. 8th graders will be able to show outstanding concert etiquette during performances of any kind. 	<ul style="list-style-type: none"> Aural Observation Written Reflection
6-8	<p>HISTORY/ CULTURE/ APPRECIATION</p> <p>Students will learn and appreciate the history and culture of the music sung in choir.</p>	MP4.Cn.9.m MP4.Cn.10.m MP4.Cn.11.m MP4.Cn.12.m	<ul style="list-style-type: none"> Holmen middle school students will be able to discuss why music is important around the world in both large group rehearsals and lesson settings. They will be exploring music of many different cultures and will compare/contrast what makes the music so different and what makes it similar in both large group rehearsals and lesson settings. In doing this, their perspective of different cultures will be broadened and their appreciation for things outside of their comfort zone will grow in both large group rehearsals and lesson settings. 	<ul style="list-style-type: none"> Aural Observation Weekly Lessons Open Discussion
6-8	<p>RHYTHMIC PRECISION</p> <p>Students will demonstrate rhythmic precision in music selections.</p>	MP2.P.17.m MG2.P.18.m MP2.P.20.m MP2.P22.m MP2.P.24.m MP3.R.10.m MP3.R.11.m	<ul style="list-style-type: none"> 6th grade students will be able to identify basic rhythms that include quarter notes, half notes, whole notes and eighth notes in a large group rehearsal setting. 7th grade students will be able to identify more complex rhythms that include quarter notes, half notes, whole notes, eighth notes and sixteenth notes in both large group rehearsals and lesson settings. 8th grade students will be able to identify and perform rhythms that include quarter notes, half notes, whole notes and eighth notes, and sixteenth notes in both large group rehearsals and lesson settings. 	<ul style="list-style-type: none"> Aural Observation Weekly Lessons

Middle School Orchestra

6 GRADE ORCHESTRA	UNIT	STANDARD S	PERFORMANCE INDICATORS	ASSESSMENT
	Technique fundamentals	MP2.P.17,m 2 MP2P.18.m2 MP2.P19.m2	Students can hold their instruments and bows properly. The students can demonstrate jaw/shoulder grip for violins and violas, upright holding for cellos and basses, left hand fingering position, right hand pizzicato position, and right hand bow position	<ul style="list-style-type: none"> ● Observation Formative
	Introductory Material	MP2.P.18.m	Students can identify parts of their instruments and demonstrate that they know how to care for their instruments.	<ul style="list-style-type: none"> ● Written assessment Formative
	Beginning Finger Patterns	MP2.P.17,m 2 MP2.P.18.m 2 MP2.P.19.m 2	Violin/viola 1 - 2high - 3. Cello 1 - 3 - 4 Bass 1 - 4	<ul style="list-style-type: none"> ● Observation ● Aural assessment Formative
	Introduce key signature.	MP2.P.21.m	Students will be able to locate and identify the key signature in a piece of music.	<ul style="list-style-type: none"> ● Oral and written assessment Formative
	Introduce time signatures	MP2.P.21.m	Students can identify beats per measure from the time signature.	<ul style="list-style-type: none"> ● Oral and written assessment formative
	Introduce quarter note and quarter rest values.	MP2.P.21.m	Students can understand that in 4/4 time a quarter note or quarter rest gets one beat.	<ul style="list-style-type: none"> ● Oral and written assessment Formative
	Read and perform tablature to one octave D major with correct technique.	MP2.P.17.m 2 MP2.P.17.m 2 MP2.P.18.m 2 MP2.P.21.m 2	Students can read and perform tablature to one octave the notes D E F# G A B C# D in first position violin/viola/cello and going to 3rd position for bass using proper pizzicato (plucking) technique.	<ul style="list-style-type: none"> ● Aural assessment Formative
	Musical	MP2.P.	Students can be musically	<ul style="list-style-type: none"> ● Written

	Literacy	21.m2	literate by demonstrating a functional understanding of music vocabulary and theory appropriate to their level.	assessment Formative
	Introduce right hand bow technique.	MP2.P.17.m 2 MP2.P.18.m 2	Students will consistently demonstrate proper bow hold.	<ul style="list-style-type: none"> • observation Formative
	Introduce note reading.	MP2.P.21..m	Students can recognize a musical staff and placement of notes on the staff as they relate to the appropriate instrument.	<ul style="list-style-type: none"> • Observation and written assessment Formative
	Introduce clef signs, time signatures and key signatures.	MP2.P. 21.m	Students can recognize and identify clef signs, time signatures and key signatures.	<ul style="list-style-type: none"> • Written assessment Formative
	Introduce bow markings.	MP2.P.21.m	Students can recognize bow markings for lift, down bow, and up bow, repeat and perform accordingly.	<ul style="list-style-type: none"> • Observation and written assessment Formative
	Continue Literacy	MP2.P.17.m MP2.P.18.m MP2.P.21.m	Students can recognize terms pizzicato and arco and perform accordingly.	<ul style="list-style-type: none"> • Written assessment Formative
	Perform folk songs using skills and literacy to the half-way point in the method book	MP2.P.21m	Students can perform simple folk songs using appropriate bowing and demonstrate understanding of notation.	<ul style="list-style-type: none"> • Aural Assessment Summative
	Learn to follow the conductor.	MP2.P.22.m	Students can demonstrate the ability to watch the conductor while following music on the printed page.	<ul style="list-style-type: none"> • Observation Formative
	Introduction to ensemble skills.	MP2P.22.m	Students can listen to themselves, others, and accompaniment at the same time.	<ul style="list-style-type: none"> • Aural Assessment Summative
	Perform alone or with others.	MP2P..23.m	Students can perform level appropriate songs or exercises alone or in a small group.	<ul style="list-style-type: none"> • Aural Assessment Summative
	Discuss how music is used	MP4.C.10.m	Students can discuss how music is part of life in the	<ul style="list-style-type: none"> • Aural and written

	in everyday life and culture.		culture with which they are familiar.	assessment Summative
	Introduce the elements of music.	MP2.P.20.m	Students can discuss how musical elements such as melody, rhythm, and harmony combine to create a piece of music.	<ul style="list-style-type: none"> • Aural and written assessment Summative
	Perform in programs and concerts.	MP2.P.23.m	Students can successfully prepare level-appropriate music to perform in programs or concerts.	<ul style="list-style-type: none"> • Aural assessment Observation Summative

7th Grade Orchestra	UNIT	STANDARDS	PERFORMANCE INDICATORS	ASSESSMENT
	Introduce Dynamics	MP2.P.18.m	Students can identify dynamic markings and successfully perform literature using those markings. <i>Mf</i> , <i>f</i> , <i>ff</i> , <i>p</i> , <i>mp</i> , <i>pp</i>	<ul style="list-style-type: none"> • Written assessment Observation Formative
	Introduce eighth notes	MP2.P.17.m	Students can recognize eighth notes and articulate them with accurate counting.	<ul style="list-style-type: none"> • Aural assessment Formative
	First and second endings.	MP2.P.20.m	Students understand how to manipulate endings in a piece of music.	<ul style="list-style-type: none"> • Aural assessment Formative
	String Bass position work.	MP2.P.17.m MP2.P.18.m	Bass students understand where 3rd position is on the fingerboard and how and when to use it.	<ul style="list-style-type: none"> • Observation and aural assessment Formative
	Violin/viola 4th finger	MP2.P.18.m	Violin/viola students understand how to use 4th finger and when and why to use it.	<ul style="list-style-type: none"> • Observation and Aural assessment Formative
	Dotted quarter note, with eighth note rhythm.	MP2.P.17.m	Students understand how to subdivide and count the dotted rhythm and perform it correctly.	<ul style="list-style-type: none"> • Aural assessment Summative
	Introduce concept of Tempo.	MP2.P.17.m	Students understand that tempo indicates rate of speed of the primary pulse.	<ul style="list-style-type: none"> • Aural assessment Formative
	Introduce the concept of	MP2.P.17.m	Students can discuss and demonstrate how to practice	<ul style="list-style-type: none"> • Aural assessment

	practicing efficiently.		efficiently and productively.	Summative
	Introduce more advanced bowing styles: Spiccato, Staccato, detache.	MP2.P.17.m	Students can demonstrate staccato, spiccato, and detache bowing styles, and understand the markings that indicate them.	<ul style="list-style-type: none"> ● Observation ● Aural assessment Formative
	Introduce slurred and tied staccato and dotted rhythms.	MP2.P.17.m	Students can perform slurred and tied bowings and dotted rhythms	<ul style="list-style-type: none"> ● Observation ● Aural assessment Formative
	Introduce Double stops.	MP2.P.17.m	Students understand how to use the bow to achieve double stops.	<ul style="list-style-type: none"> ● Observation ● Aural assessment Formative
	Introduce extended fingering--cellos	MP2.P.17.m	Cello students understand how to use the left hand to achieve forward and backward extended fingerings, and how and when to use them.	<ul style="list-style-type: none"> ● Observation ● Aural assessment Formative
	Introduce divisi and non-divisi	MP2.P17.m	Students understand what divisi and non divisi mean, how to interpret the indicators for each and can perform passages indicating each.	<ul style="list-style-type: none"> ● Observation ● Oral assessment Formative
	More complex, sophisticated conducting.	MP2.P.22.m	Students can understand more sophisticated conducting gestures.	<ul style="list-style-type: none"> ● Observation Formative
	Perform alone when appropriate.	MP2.P.23.m	Students can perform alone level-appropriate examples.	<ul style="list-style-type: none"> ● Aural assessment Summative
	How are music and art used in everyday life and culture.	MP4.Cn.10.m	Students can discuss at an age-appropriate level how music and art are used in the culture with which they are familiar.	<ul style="list-style-type: none"> ● Oral Discussion ● Summative
	Introduce Musical Periods.	MP4.Cn.10.m	Students can discuss basic knowledge of the existence of different periods of music throughout history.	<ul style="list-style-type: none"> ● Oral Discussion ● Summative
	Analyze,	MP4.Cn.11.m	Students can recognize the	<ul style="list-style-type: none"> ● Oral

	evaluate and describe music.	MP3.R.11.m	elements of music in literature they hear and discuss them.	<ul style="list-style-type: none"> Discussion Summative
	Perform double stops.	MP2.P.18.m	Students can perform double stops confidently in literature.	<ul style="list-style-type: none"> Aural Assessment Summative
	Perform one octave C, G, and D major scales.	MP2.P.17.m	Students understand the finger patterns for the C, G, and D major scales and can perform them confidently.	<ul style="list-style-type: none"> Aural Assessment Summative
	Perform Grade 1.5 - 2 literature.	MP2.P.17.m MP2.P.22.m	Students can perform in ensemble literature graded 1.5 to 2.	<ul style="list-style-type: none"> Aural Assessment Summative
	Perform appropriate level solo and small ensemble literature.	MP2.P.23..m	Students can prepare and perform level appropriate solo and ensemble literature.	<ul style="list-style-type: none"> Aural Assessment Summative
	Perform in programs and concerts.	MP2.P.24.m	Students will prepare and perform 2 - 3 public concerts per year.	<ul style="list-style-type: none"> Aural Assessment Summative
	Musical vocabulary.	MP3.R.9.m	Students will continue to develop their repertoire of musical terms.	<ul style="list-style-type: none"> Discussion Written Assessment Formative

8th Grade Orchestra	UNIT	STANDARDS	PERFORMANCE INDICATORS	ASSESSMENT
	Review one- octave C, G, and D major scales	MP2.P.17.m	Students will accurately perform one-octave C,G, and D major scales	<ul style="list-style-type: none"> Aural Assessment Summative
	Introduce 2-octave C, G, and D major scales for Violin, Viola and Cello	MP2.P.17.m	Students will begin performing 2-octave C, G, and D major scales	<ul style="list-style-type: none"> Aural Assessment Formative
	Review dotted rhythms	MP2.P.17.m	Students can accurately count and perform dotted eighth, quarter and half notes.	<ul style="list-style-type: none"> Aural Assessment Summative
	Review 2- and 3-note slurs.	MP2.P.17.m	Students can skillfully perform 2- and 3-note	<ul style="list-style-type: none"> Aural Assessment

			slurs with proper bow distribution.	Summative
	Introduce more advanced bowings: hooked bowings, marcato, and tremolo.	MP2.P.17.m	Students can skillfully perform marcato and hooked bowings with proper bow distribution and tremolo.	<ul style="list-style-type: none"> • Aural Assessment Summative
	Introduce sixteenth notes.	MP2.P.17.m	Students can accurately sub-divide counting and perform sixteenth notes.	<ul style="list-style-type: none"> • Aural Assessment Summative
	Examine key signatures more in depth.	MP2.P.17.m	Students can identify key to 2 sharps. Introduce flats.	<ul style="list-style-type: none"> • Written or oral assessment Summative
	Introduce concept of minor scales and how they relate to major scales	MP2.P.17.m	Students can identify the difference in sound between a major scale and a minor scale	<ul style="list-style-type: none"> • Aural assessment Summative
	Examine more in-depth tempo terms rather than mm marking.	MP2.P.17.m	Students can discuss the difference between a mm marking and a tempo term such as allegro, moderato, allegretto, etc.	<ul style="list-style-type: none"> • Discussion Summative
	Introduce A major scale.	MP2.P.17.m	Students can successfully perform a one-octave A major scale.	<ul style="list-style-type: none"> • Aural Assessment Summative
	Introduce Harmonics	MP2.P.17.m	Students can perform octave harmonics on all 4 strings.	<ul style="list-style-type: none"> • Aural Assessment Summative
	Introduce D.C al Coda and D.S al Coda	MP2.P.17,21.m	Students can accurately follow D.C. and D.S. indications.	<ul style="list-style-type: none"> • Aural Assessment • Discussion Summative
	Introduce 6/8 time	MP2.P.17.m	Students can accurately count and perform exercises and literature in 6/8 time.	<ul style="list-style-type: none"> • Aural Assessment Summative
	Begin vibrato exercises.	MP2.P.18.m	Students will begin vibrato exercises and demonstrate progress when asked.	<ul style="list-style-type: none"> • Observation Formative
	Begin position work.	MP2.P.17.m	Students can	<ul style="list-style-type: none"> • Observation

			demonstrate where on the fingerboard the new positions are located and what notes are there. Students can also discuss when and why positions are to be used.	<ul style="list-style-type: none"> • Discussion Formative
	Introduce the concept of chromatics.	MP2.P.17.m	Students will perform the progression of half steps on their instruments	<ul style="list-style-type: none"> • Aural Assessment Summative
	Productive Practice	MP2.P.17.m	Students can discuss how to structure practice times to be the most efficient and productive.	<ul style="list-style-type: none"> • Discussion Formative
	Introduce F and Bb major scales.	MP2.P.17.m	Students can perform the F and Bb major scales in tune.	<ul style="list-style-type: none"> • Aural Assessment Summative
	Improve ensemble skills.	MP2.P.22.m	Students can listen to each other more skillfully while observing proper bowings and dynamics and attending to the conductor.	<ul style="list-style-type: none"> • Observation • Aural Assessment Formative
	Perform solos and small ensembles.	MP2.P.23.m	Students can perform level-appropriate solos and/or ensembles.	<ul style="list-style-type: none"> • Aural Assessment Summative
	How are music and art used in everyday life and culture.	MP4.Cn.10.m	Students can discuss more in-depth how music and art are used not only in their culture but in some others.	<ul style="list-style-type: none"> • Discussion Formative
	Musical Periods	MP4.Cn.9.m	Students can discuss more in-depth their awareness of musical periods and how they relate to history.	<ul style="list-style-type: none"> • Discussion Formative
	Perform a variety of literature.	MP2.P.22,23.m	Students will perform a variety of literature from varying periods.	<ul style="list-style-type: none"> • Aural Assessment Summative
	Musical terminology and notation.	MP2.P.17..m MP2.P.18.m	Students can define and discuss a greater variety of musical terms and notation.	<ul style="list-style-type: none"> • Discussion • Written Assessment Summative
	Continue vibrato	MP2.P.18.m	Students can	<ul style="list-style-type: none"> • Observation

	development		demonstrate progress in the development of vibrato.	Formative
	Perform in a variety of time signatures and key signatures.	MP2.P.17.m	Students will perform in the keys of C, G, D, and F major using the time signatures of 2/4, $\frac{3}{4}$, 4/4, $\frac{3}{8}$, and 6/8.	<ul style="list-style-type: none"> • Aural Assessment Formative
	Introduce self-tuning.	MP2.P.17.m	Students can listen carefully and acknowledge the relationship between the pitch of their strings and the desired pitches. Students can physically manipulate the fine tuners and/or pegs on their instruments.	<ul style="list-style-type: none"> • Aural Assessment Formative

6th Grade General Music

UNIT	TIME FRAME	SUMMARY	BIG IDEA	LEARNING TARGET	ASSESSMENT	STANDARDS
Drumming	September	Students will learn the different aspects of drumming - body percussion, bucket drumming, drumming around the world	Students will have an understanding of the different types of drumming there are.	<ul style="list-style-type: none"> - Demonstrate body percussion - Demonstrate bucket drumming - identify different cultural drumming - reading rhythms 	Formative Summative Aural Evaluation	MG1.Cr.14.m MF2.P.16.m MG2.P.18.m MG3.R.9.m MG3.R.10.m MG4.Cn.9.m MG4.Cn.11.m MG4.Cn.12.m
Boomwhackers	September & October	Students will learn how to properly play the boomwhackers as an ensemble. They will also work on composing a song for boomwhackers	Students will be able to perform a simple song using boomwhackers as an ensemble. They will also compose a short piece.	<ul style="list-style-type: none"> - Perform a song as an ensemble - Perform a song that they composed and demonstrate it to the class. 	Formative Summative Aural Evaluation	MG.1.Cr.9.m MG1.Cr.10.m MG2.P.11.m MG2.P.12.m MG2.P.14.m MG3.R.9.m MG3.R.10.m MG3.R.11.m MG4.Cn.11.m MG4.Cn.12.m
Treble Clef Reading	October	Students will learn the note names of the treble clef. They will be able to identify the treble clef along with identifying all notes and pitches	Students will learn the note names of the treble clef along with their pitches. They will be able to identify the treble clef by sight.	<ul style="list-style-type: none"> - label treble clef - identify the different note names on the treble clef - use the different notes to come up with a melodic pattern 	Formative Summative	MG.1.Cr.11.m MG1.Cr.12.m MG2.P.14.m MG3.R.9.m MG3.R.10.m MG4.Cn.9.m MG4.Cn.10.m
Music History	October	Students will learn about the origins of music, dating back to Gregorian Chant and to the present.	Students should be able to identify the different musical eras	Students will be able to: <ul style="list-style-type: none"> - Identify the different musical eras - Provide information given within each era 	Formative Summative	MG3.R.9.m MG3.R.11.m MG4.Cn.9.m MG4.Cn.10.m MG4.Cn.11.m

				- What each era contributed to music.		
Woodwinds	October	Students will learn about the woodwind family	Students should be able to identify the woodwinds based upon sound and sight	Students will be able to: - Identify the different types of woodwinds - Identify single vs double reed - Identify the woodwinds based upon sound.	Formative Summative	MG2.P.13.m MG3.R.11.m MG3.R.12.m MG4.Cn.9.m MG4.Cn.11.m MG4.Cn.12.m
Brass	November	Students will learn about the brass family.	Students should be able to identify the brass-based upon sound and sight.	Students will be able to: - Identify the different types of brass - Identify whether it is part of the high brass or low brass family. - Identify the brass-based upon sound.	Formative Summative	MG2.P.13.m MG3.R.11.m MG3.R.12.m MG4.Cn.9.m MG4.Cn.11.m MG4.Cn.12.m
Composers	November	Students will learn about top composers throughout History.	Students will be able to identify the different composers that wrote music throughout history.	The student will be able to: - Provide details about different prominent composers - Provide a timeline of the different composers - identify what era they wrote in - provide different examples of compositions	Formative Summative	MG3.R.9.m MG3.R.11.m MG3.R.11.m MG3.R.13.m MG4.Cn.9.m MG4.Cn.10.m MG4.Cn.11.m MG4.Cn.12.m
Parodies	December	Students will be able to take	Students will take a song	Students will learn:	Formative	MG1.Cr.9.m MG1.Cr.10.m

		a song and write a parody for it.	(any song that they choose as long as it's appropriate) and write a parody. They must perform this song either in the format of in front of the class or recording themselves	- How to write music based upon a pre-existing melodic line - How to perform their written work	Summative Aural Evaluations	MG1.Cr.12.m MG2.P.13.m MG2.P.14.m MG3.R.9.m MG3.R.10.m MG3.R.11.m MG4.Cn.10.m MG4.Cn.11.m
Strings	December/ January	Students will learn about the string family.	Students should be able to identify the strings based upon sound and sight.	Students will be able to: - Identify the different types of strings - Identify the based upon sound.	Formative Summative	MG2.P.13.m MG3.R.11.m MG3.R.12.m MG4.Cn.9.m MG4.Cn.11.m MG4.Cn.12.m

7th Grade American Popular Music

UNIT	TIMEFRAME	SUMMARY	BIG IDEA	LEARNING TARGET	ASSESSMENT	STANDARDS
Music Language - the basics	3 weeks	Students will learn the basic rhythmic and terminology used in music.	The basic language of music aids in the understanding when discussing the genres of music. ie: How does the change of eighth note emphasis change the style of the music.	Show understanding of: -Whole notes/rests -Half notes/rests -Quarter notes/rests -Eighth notes -Tempos: Vivace, Allegro, Moderato, Adagio, Andante, & Largo -Dynamics: Fortissimo, Forte, Mezzo forte, Mezzo piano, piano, & pianissimo -Articulation: Staccato, Accent, & Legato Students will collaboratively compose a piece of music based on their knowledge of music theory.	Formative: Written, aural, & verbal Summative: Written, aural, & verbal	MG.1.Cr.9.m MG1.Cr.10.m MG.1.Cr.11.m MG2.P.12.m MG2.P.13.m MG2.P.14.m MG3.R.9.m
Late 1800's- Early 1900's	3 weeks	Students will listen, learn, & discover American Popular music and its origins from the 1850's through the 1920's	The beginning of American Popular Music. How is what we listen today, influenced by music that is 150+ years old and that some of this music is still played today.	Students will be able to aurally identify the musical genres of Minstrel Shows, Vaudeville, Blues, Brass Band, and Ragtime. Students will also be able to explain what made each genre unique and its social impacts along with each of the genre's most prominent composers and musicians.	Formative: -Learn more worksheets... (using online resources) -Write your own blues lyrics Summative: -Written & listening assessment	MG2.P.14.m MG2.P.15.m MG3.R.11.m MG3.R.13.m MG4.Cn.9.m MG4.Cn.10.m MG4.Cn.11.m MG4.Cn.12.m

Jazz	3 weeks	Students will listen, learn, & discover about the roots and evolution of jazz music.	Discovering Jazz from Dixieland to modern jazz. How was jazz influenced by culture, society, and race matters.	Students will be able to aurally identify the musical subgenres of: Dixieland, Big Band, Swing, Bebop, Cool, and Fusion. Students will also be able to explain what made each genre unique and its social impacts along with each of the genre's most prominent composers and musicians.	Formative: -Learn more worksheets... (using online resources) -Learn the basics of swing dancing. Summative: -Written & listening assessment	MG2.P.14.m MG2.P.15.m MG3.R.10.m MG3.R.11.m MG3.R.13.m MG4.Cn.9.m MG4.Cn.10.m MG4.Cn.11.m MG4.Cn.12.m
Musicals/ Broadway	2 weeks	Students will listen, learn, & discover the story of American Musicals and Broadway	The American Musical and Broadway have produced some memorable music that is used in commercials, movies, TV, and radio venues. Shows are often used to expose listeners to new music, subject matter, and performers.	Students will be able to identify the purpose and structure of the American musical. Students will also be able to explain what makes the genre unique and some of the genre's most prominent composers and musicians.	Formative: Review questions during viewing of musical-such as <i>The Music Man</i> Summative: Mini quiz	MG2.P.14.m MG2.P.15.m MG3.R.11.m MG3.R.13.m MG4.Cn.9.m MG4.Cn.10.m MG4.Cn.11.m MG4.Cn.12.m
1950's- 1970's	2 weeks	Students will listen, learn, & discover American Popular music from the 1950's through the 1970's	Learning about the origins of rock 'n' roll in the 1950's. Addressing how folk music personified the social changes in the 1960's.	Students will be able to aurally identify the musical genres of: Rock 'n' Roll, Folk, and Country Western . Students will also be able to explain what made each genre unique and its social impacts	Formative: -Learn more worksheets... (using online resources) selecting their preferred genre from the 1950's-1970's Summative:	MG2.P.14.m MG2.P.15.m MG3.R.11.m MG3.R.13.m MG4.Cn.9.m MG4.Cn.10.m MG4.Cn.11.m MG4.Cn.12.m

			Looking into the evolution of country western music to its mid-century popularity.	along with each of the genre's most prominent composers and musicians.	Mini-presentation of selected genre and one new finding about that genre.	
1970's-today	2 weeks	Students will listen, learn, & discover American Popular music from the 1970's-today.	Discovering music from the last 50 years. How have the artists today been influenced by previous generations. -The genres of music from their roots to current forms. - The cultural, societal, and racial issues that lead to the rap and hip-hop genres.	Students will be able to aurally identify the musical genres of: Rock 'n' Roll, Funk, Pop, Alternative, New Wave, Punk, Rap, and Hip-hop. Students will also be able to explain what made each genre unique and its social impacts along with each of the genre's most prominent composers and musicians.	Formative: -Learn more worksheets... (using online resources) selecting their preferred genre from the 1970's through today. Summative: Mini-presentation of selected genre and one new finding learned about that genre.	MG2.P.14.m MG2.P.15.m MG3.R.11.m MG3.R.13.m MG4.Cn.9.m MG4.Cn.10.m MG4.Cn.11.m MG4.Cn.12.m
Greatest Artist Project	2 weeks	Students have the opportunity to select a musical group or artist on which they wish to do extensive research.	Students have the opportunity to teach the class (and instructor) about a musical group or artist of their choosing.	Students will use online, class resources, and prior knowledge to create a presentation about a musical group or artist. The presentation will address multiple aspects of the group or artist both visually, aurally, and verbally.	Formative: -Touch base assessments helping them achieve the goal of a formal presentation. Summative: Slide and verbal presentation of selected group or artist that addresses history, background, influences, musical skill, popularity, music production, awards, and the resources utilized.	MG3.R.9.m MG3.R.11.m

8th Grade General Music

UNIT	TIMEFRAME	SUMMARY	BIG IDEA	LEARNING TARGET	ASSESSMENT	STANDARDS
Intro to Music Theory	September	Students will be introduced to/review the basics of music theory.	Students will be able to use music language when discussing topics in class.	<ul style="list-style-type: none"> - Identify basic music theory terms - Discuss basic music theory terms - Create basic rhythms and compositions using music theory terms learned 	Formative Summative	MG3.R.9.m MG4.Cn.11.m
African Drumming	September & October	Students will learn, practice and perform different styles of African drumming/the music of the African culture.	Students will be challenged to see music through a different lense than they typically do.	<ul style="list-style-type: none"> - Students will be able to play different rhythms on the African drum. - Students will discuss different instruments and styles of music. 	Formative Summative	MG2.P.11.m MG1.Cr.10.m MG2.P.12.m MG2.P.14.m MG3.R.10.m MG3.R.13.m
Latin Drumming	October & November	Students will continue to drum, building on the knowledge they have learned and now learning about the instruments, music and drumming of the Latin America's.	Students will be able to discuss how the drumming and music of different regions in the world are similar or different!	<ul style="list-style-type: none"> - Students will be able to define syncopation - students will discuss the differences between African and Latin drumming as well as the similarities - Students will discuss the music of the caribbean 	Formative Summative	MG2.P.11.m MG1.Cr.10.m MG2.P.12.m MG2.P.14.m MG3.R.10.m MG3.R.13.m
Form	November	Students will learn about	Students will be able to	-Students will be able to define form.	Formative Summative	MG4.Cn.11.m: MG3.R.9.m: MG3.R.10.m:

		musical forms and how they play an important role in the music they listen to today.	listen to a piece of music and identify its form. Students will also be able to discuss why forms are important to the music we listen to.	-Students will be able to identify different forms by listening to a song.		MG3.R.11.m: MG3.R.12.m: MG3.R.13.m MG2.P.11.m: MG2.P.12.m: MG2.P.14.m: MG2.P.15.m: MG1.Cr.9.m: MG.1.Cr.12.m:
Guitar	November, December and January	Students will learn to play the guitar. They will focus first on beginning playing techniques and will move to more advanced methods as the unit continues.	Students will gain an appreciation for the guitar and learn how to practice independently.	Students will be able to: - Identify the parts of guitar - Play notes A-G on the guitar - Discuss the importance of the guitar in Mexican culture	Formative Summative	MG4.Cn.11.m: MG3.R.9.m: MG3.R.10.m: MG3.R.11.m: MG3.R.12.m: MG3.R.13.m MG2.P.11.m: MG2.P.12.m MG2.P.14.m: MG2.P.15.m: MG1.Cr.9.m: MG.1.Cr.12.m:



SCHOOL DISTRICT OF HOLMEN

INSTRUCTIONAL SERVICES DEPARTMENT

HIGH SCHOOL MUSIC CURRICULUM

The School District of Holmen 9-12 High School Music Curriculum is a program which includes performance, creativity, literacy, response and connections at all levels and grades. The difficulty of materials, the complexity of what students do with them and the sophistication of skills change and adapt as the program progresses.

The 9-12 High School Music Program uses instrumental method books, concert band, choir, and orchestral literature, and various additional resources as vehicles in teaching the curriculum. Classroom extensions add increased dimension and opportunity for students to develop and hone their skills. These resources provide a structure and a framework in an integrated format that addresses the Wisconsin Standards for Music and the School District of Holmen goals.

High School Band

High School band is a year-long performance music class. The curriculum focuses on individual skill development in both pull-out lessons, and the ensemble setting. Opportunities for individual and group performances are required throughout the school year.

High School Choral Music

High school choir is a music performance based class that meets daily. Small group and or individual lessons are a requirement and develop skill and musicianship. Opportunities of individual and group performance are available throughout the school year.

High School Orchestra

High school orchestra is a music performance class that meets every day. Small-group, pull-out lessons are offered and required. The degree of skill and musicianship is more rigorous and demanding than middle school orchestra requires. There will be several required performances during the year.

High School Music Theory

This course is designed for students who want to have a better understanding of the language of music. Topics addressed include: fundamentals of music reading and writing, ear training, and vocabulary.

Grades: 9-10 High School Band

GRADE BAND	UNIT	STANDARD	PERFORMANCE INDICATOR (LEARNING TARGETS)	Assessments
9-10	<p>Major and Minor Scales / Key Signatures</p> <p>Students will demonstrate proficiency of major and minor scales required by grade both in band lessons and large group rehearsals</p>	MP2.P.25.h MP2.P.26.h	<ul style="list-style-type: none"> ● Grade 9 - up to and including 4 sharps and flats, 2 8va chromatic (or full range) ● Grade 10 - all major scales, natural minor scales up to and including 4 sharps and flats, 2 8va chromatic (or full range) ● Key signatures - up to and including 4 sharps and flats ● Explain the concept of “concert pitch” and how to transpose for their instrument ● Demonstrate on at least one instrument, the proper physical aspects of posture, instrument and hand position, breath support, and embouchre 	Formative Assessment Summative Assessment Aural Evaluations Weekly band lessons
9-10	<p>Time Signatures/ Rhythmic Study</p> <p>Students will demonstrate proficient reading of rhythms within required time signatures both in band lessons and large group rehearsals</p>	MP2.P.25.h MP2.P.26.h	<ul style="list-style-type: none"> ● Time Signatures - 4/4, 3/4, 2/4, 2/2, 6/8 ● Rhythms - whole, half, quarter, eighth, sixteenth, triplet, syncopation ● Percussion Rudiments: <ul style="list-style-type: none"> ○ Rolls - single, 5 stroke, 9 stroke, 13 stroke, 17 stroke ○ Paradiddle, double paradiddle ○ Flam, flam tap, flam accent, flamacue, flam paradiddle ○ Drag ○ Single ratamacue 	Formative Assessment Summative Assessment Aural Evaluations Weekly band lessons
9-10	<p>WSMA Solo/Ensemble Literature</p> <p>Students will</p>	MP2.P.30.h MP2.P.31.h MP2.P.32.h	<ul style="list-style-type: none"> ● Perform solo literature at a class B level ● Perform Large Ensemble literature at the class B level 	Formative Assessment Summative Assessment

	prepare and perform Class B level literature both in band lessons and large group rehearsals		<ul style="list-style-type: none"> • Demonstrate on at least one instrument, the proper physical aspects of posture, instrument and hand position, breath support, and embouchure • Demonstrate characteristic tone, including use of vibrato when appropriate • Demonstrate independent tuning 	Aural Evaluations WSMA Solo/Ensemble Rubrics WSMA Large Group Rubrics Weekly band lessons
9-10	<p>Sight Reading</p> <p>Students will demonstrate learned skills by accurately sight reading music at the appropriate level both in band lessons and large group rehearsals</p>	MP2.P.25.h MP2.P.26.h MP2.P.30.h	<ul style="list-style-type: none"> • Sight-reading - up to and including grade 3 difficulty • Demonstrate on at least one instrument, the proper physical aspects of posture, instrument and hand position, breath support, and embouchure • Demonstrate characteristic tone, including use of vibrato when appropriate • Independent tuning 	Formative Assessment Summative Assessment Aural Evaluations WSMA Solo/Ensemble Rubrics WSMA Large Group Rubrics Weekly band lessons
9-10	<p>Vocabulary</p> <p>Students will accurately describe and/or define all vocabulary used in literature being studied both in band lessons and large group rehearsals</p>	MP2.P.27.h MP2.P.28.h MP3.R.18.h	<ul style="list-style-type: none"> • Identify specific musical forms: ABA, theme and variations, rondo, sonata, through composed • Identify compositional devices: introduction, development, modulation, recapitulation, coda, theme, motive cadence, modality • Listen, analyze and explain the uses of musical elements in various musical genres and styles • Describe the common criteria of musical performance and apply it to their listening and performing • Compare and contrast similar elements and terminology in each of two or more arts 	Formative Assessment Summative Assessment Aural Evaluations Classroom Discussion Weekly band lessons

9-10	<p>Compositional Devices</p> <p>Students will accurately describe and/or define all compositional devices used in literature being studied both in band lessons and large group rehearsals</p>	<p>MP3.R.14.h MP3.R.15.h MP3.R.18.h MP4.Cn.14.h MP4.Cn.15.h</p>	<ul style="list-style-type: none"> ● Identify specific musical forms: ABA, theme and variations, rondo, sonata, through composed ● Identify compositional devices: introduction, development, modulation, recapitulation, coda, theme, motive cadence, modality ● Listen, analyze and explain the uses of musical elements in various musical genres and styles ● Demonstrate knowledge of the basic principles of music theory: rhythm, tonality, met, intervals, chords, and harmonic progression 	<p>Formative Assessment Summative Assessment Aural Evaluations Classroom Discussion</p>
9-10	<p>Making Connections</p> <p>Students will relate prior knowledge and personal experience with music to other music genres and disciplines both in band lessons and large group rehearsals</p>	<p>MP4.Cn.14.h MP4.Cn.15.h</p>	<ul style="list-style-type: none"> ● Describe the common criteria of musical performance and apply it to their listening and performing ● Describe and explain how music connects with other curricular disciplines ● Compare and contrast similar elements and terminology in each of two or more arts 	<p>Formative Assessment Summative Assessment Aural Evaluations Classroom Discussion</p>

Links:

[Wisconsin State Music Standards Content Area: Performance Percussive Arts Society Rudiments scale progress spreadsheet](#)

Grades 11-12 High School Band

GRADE BAND	UNIT	STANDARD	PERFORMANCE INDICATOR (LEARNING TARGETS)	Assessments
11-12	<p>Major and Minor Scales / Key Signatures</p> <p>Students will demonstrate proficiency of major and minor scales required by grade both in band lessons and large group rehearsals</p>	<p>MP2.P.25.h MP2.P.26.h</p>	<ul style="list-style-type: none"> ● Grade 11 - all major and natural minor scales, 2+ chromatic (or full range) ● Grade 12 - all major and natural, harmonic and melodic minor scales, 2+ chromatic (or full range) ● Key signatures - up to and including 5 sharps and 6 flats ● Explain the concept of “concert pitch” and how to transpose for their instrument ● Demonstrate on at least one instrument, the proper physical aspects of posture, instrument and hand position, breath support, and embouchure 	<p>Formative Assessment Summative Assessment Aural Evaluations Weekly band lessons</p>
11-12	<p>Time Signatures/ Rhythmic Study</p> <p>Students will demonstrate proficient reading of rhythms within required time signatures both in band lessons and large group rehearsals</p>	<p>MP2.P.25.h MP2.P.26.h</p>	<ul style="list-style-type: none"> ● Time Signatures - 4/4, 3/4, 2/4, 5/4, 6/4, 7/4, 2/2, 3/2, 4/2, 3/8, 6/8, 9/8, 12/8, 5/8, 7/8 ● Rhythms - whole, half, quarter, eighth, sixteenth, triplet, syncopation ● Percussion Rudiments: <ul style="list-style-type: none"> ○ Rolls - single, 5 stroke, 7 stroke, 9 stroke, 10 stroke, 13 stroke, 15 stroke, 17 stroke ○ Paradiddle, double paradiddle, triple paradiddle ○ Flam, flam tap, flam accent, flamacue, flam paradiddle, flam paradiddle-diddle ○ Swiss army triplet ○ Drag, flam drag 	<p>Formative Assessment Summative Assessment Aural Evaluations Weekly band lessons</p>

			<ul style="list-style-type: none"> ○ Single ratamacue, double ratamacue, triple ratamacue 	
11-12	<p>WSMA Solo/Ensemble Literature</p> <p>Students will prepare and perform Class B level literature both in band lessons and large group rehearsals</p>	<p>MP2.P.30.h MP2.P.31.h MP2.P.32.h</p>	<ul style="list-style-type: none"> ● Solo literature at a class A level ● WSMA Large Ensemble literature at a class A level ● Demonstrate on at least one instrument, the proper physical aspects of posture, instrument and hand position, breath support, and embouchure ● Characteristic tone, including use of vibrato when appropriate ● Independent tuning 	<p>Formative Assessment Summative Assessment Aural Evaluations WSMA Solo/Ensemble Rubrics WSMA Large Group Rubrics Weekly band lessons</p>
11-12	<p>Sight Reading</p> <p>Students will demonstrate learned skills by accurately sight reading music at the appropriate level both in band lessons and large group rehearsals</p>	<p>MP2.P.25.h MP2.P.26.h MP2.P.30.h</p>	<ul style="list-style-type: none"> ● Sight-reading - up to and including grade 4 difficulty ● Demonstrate on at least one instrument, the proper physical aspects of posture, instrument and hand position, breath support, and embouchure ● Characteristic tone, including use of vibrato when appropriate ● Independent tuning 	<p>Formative Assessment Summative Assessment Aural Evaluations WSMA Solo/Ensemble Rubrics WSMA Large Group Rubrics Weekly band lessons</p>
11-12	<p>Vocabulary</p> <p>Students will accurately describe and/or define all vocabulary used in literature being studied both in band lessons and large group rehearsals</p>	<p>MP2.P.27.h MP2.P.28.h MP3.R.18.h</p>	<ul style="list-style-type: none"> ● Identify specific musical forms: ABA, theme and variations, rondo, sonata, through composed ● Identify compositional devices: introduction, development, modulation, recapitulation, coda, theme, motive cadence, modality ● Listen, analyze and explain the uses of musical elements in various musical genres and styles ● Describe the common criteria of musical performance and 	<p>Formative Assessment Summative Assessment Aural Evaluations Classroom Discussion Weekly band lessons</p>

			<p>apply it to their listening and performing</p> <ul style="list-style-type: none"> • Compare and contrast similar elements and terminology in each of two or more arts 	
11-12	<p>Compositional Devices</p> <p>Students will accurately describe and/or define all compositional devices used in literature being studied both in band lessons and large group rehearsals</p>	<p>MP3.R.14.h MP3.R.15.h MP3.R.18.h MP4.Cn.14.h MP4.Cn.15.h</p>	<ul style="list-style-type: none"> • Identify specific musical forms: ABA, theme and variations, rondo, sonata, through composed • Identify compositional devices: introduction, development, modulation, recapitulation, coda, theme, motive cadence, modality • Listen, analyze and explain the uses of musical elements in various musical genres and styles • Demonstrate knowledge of the basic principles of music theory: rhythm, tonality, met, intervals, chords, and harmonic progression 	<p>Formative Assessment Summative Assessment Aural Evaluations Classroom Discussion Weekly band lessons</p>
11-12	<p>Making Connections</p> <p>Students will relate prior knowledge and personal experience with music to other music genres and disciplines both in band lessons and large group rehearsals</p>	<p>MP4.Cn.14.h MP4.Cn.15.h</p>	<ul style="list-style-type: none"> • Describe the common criteria of musical performance and apply it to their listening and performing • Understand how music connects with other curricular disciplines • Compare and contrast similar elements and terminology in each of two or more arts 	<p>Formative Assessment Summative Assessment Aural Evaluations Classroom Discussion Weekly band lessons</p>

High School Choral Music

Grade Band	Units	Standard	Performance Indicator (Learning Targets)	Assessments
9-12	Warm Up: Students will be able to sing in unison as a group using good vowels and tone in both choir lessons and large group rehearsals.	MP2.P.25.h: MP2.P.26.h; MP2.P.27.h: MP2.P.28.h: MP3.R.15.h: MP3.R.16.h:	<ul style="list-style-type: none"> ● Warm-up and focus on vowel, breath, and intonation. ● Sing Literature on Pitch with Diction, Dynamics & Words musically ● Students sing alone and with others on varied rep ● Students focus on good vowels and tone production. 	Aural Observation Weekly Lessons
9-12	Sight Reading: Students will be able to look at new music and write in syllables and sing notes written using hand signs appropriate to the literature in front of them in both choir lessons and large group instruction.	MP2.P.25.h: MP2.P.26.h; MP2.P.28.h: MP2.P.28.h: MP3.R.15.h:	<ul style="list-style-type: none"> ● Students are able to sing Doh to Doh. Able to sing whole, half, quarter and eighth notes within a sight reading example. ● Students are able to use hand signs to proper syllable. ● Students are able to learn music on syllables in order to work through a piece. 	Lessons - watching how students grow throughout the year and how they apply it to learning new music. Weekly Lessons
9-12	Concert Etiquette: Students will behave appropriately during a concert on and off stage	MP2.P.27.h: MP2.P.28.h: MP3.R.12.h: MP3.R.16.h: MP3.R.17.h: MP4.Cn.16.	<ul style="list-style-type: none"> ● Students have the ability to attend a concert and maintain appropriate behavior acceptable to the general public. ● Ability to positively critique a performance in the proper setting. 	Observation Weekly Lessons
9-12	Vowel formation: Students will understand all different vowels sung within in choral music and how to incorporate them in both choir lessons and large group instruction.	MP2.P.25.h: MP2.P.27.h: MP2.P.28.h: MP3.R.16.h: MP4.Cn.14.h	<ul style="list-style-type: none"> ● Students know the difference between Oh, Ooh, Ah, Eh, ee vowels. How to shape them and manipulate them in their mouths. 	Aural Observation Weekly Lessons
9-12	Varied Rep: Students will be able to perform different literature in different	MP2.P.25.h: MP2.P.26.h; MP2.P.27.h: MP2.P.28.h:	<ul style="list-style-type: none"> ● Students will be able to sing a varied repertoire of songs. A Capella and accompanied. Modern to classical and all 	Aural Observation Weekly Lessons

	styles in both choir lessons and large group instruction.	MP3.R.15.h: MP4.Cn.16.h	<p>varied styles.</p> <ul style="list-style-type: none"> ● Performance of at least one piece in a foreign language. ● Performance follows composer/arrangers expressive intent 	
9-12	Choral Sound: Students will be able to make a uniform choral sound and understand what is happening within the sound in both choir lessons and large group instruction.	MP2.P.25.h: MP2.P.26.h; MP2.P.27.h: MP2.P.28.h: MP3.R.15.h: MP3.R.16.h: MP4.Cn.14.h MP4.Cn.15.h	<ul style="list-style-type: none"> ● Perform mostly 2-4 part singing ● Ability to warm up and maintain vocal emphasis on built chords and chord structure 	<p>Aural Observation</p> <p>Weekly Lessons</p>
9-12	Key Signatures: Students will understand the different key signatures and how they vary in both choir lessons and large group instruction.	MP2.P.26.h; MP2.P.27.h: MP2.P.28.h: MP2.P.28.h: MP3.R.15.h: MP4.Cn.15.h	<ul style="list-style-type: none"> ● Ability to identify keys in different keys in Sharps and Flats ● Exposure to Chromatic, Major and Minor Scales 	<p>Written Test</p> <p>Weekly Lessons</p>
9-12	Time Signatures: Students will understand the difference between the different time signatures and be able to describe what the top and bottom number mean in both choir lessons and large group instruction.	MP2.P.26.h; MP2.P.27.h: MP2.P.28.h: MP2.P.28.h: MP3.R.15.h: MP4.Cn.15.h	<ul style="list-style-type: none"> ● Continued exposure to compound and simple meter ● Ability to determine the time signature of 4/4, 2/4, 6/8 	<p>Written Test</p> <p>Weekly Lessons</p>

[Wisconsin State Standards 2017](#)

High School Orchestra

9th - 12th Grade Orchestra	Unit	Standards	Performance Indicators (Learning Targets)	Assessments
Practice more efficiently.	Continue to develop practice skills	MP2.P.25.h	Students can use practice time efficiently and productively.	Aural Assessment Formative
Develop more self-tuning skill.	Work towards tuning independently.	MP2.P.25.h	Students can demonstrate their ability to tune independently with more skill and accuracy.	Aural Assessment Formative
Discuss and define elements of music using more sophisticated vocabulary.	Define elements of music.	MP2.P.25.h	Students can discuss and define the elements of music using vocabulary appropriate for their age and skill level.	Discussion Written Assessment Summative
Use position work more effectively.	Playing in position.	MP2.P.25.h	Students can assess more skillfully how and when to move out of 1st position to play passages in exercises and literature.	Discussion Aural Assessment Formative
Assess own intonation.	Monitor one's own intonation.	MP2.R.1 4.h	Students can more accurately assess their own intonation in tuning and performance.	Observation Aural Assessment Formative
Use more advanced bowing skills.	Perform advanced bowings.	MP2.P.25.h	Students can more skillfully perform more advanced bowing skills showing an understanding of bow distribution appropriate for their level.	Observation Aural Assessment Summative
Perform major, minor and chromatic scales in 9 keys.	More advanced key signatures, scales, and understanding of fingerboard geography.	MP2.P.25.h	Students understand the key signatures of C, G, D, A, E, F, Bb, Eb, and Ab, and can perform those scales with minor scales and chromatic scales to 3 octaves for violin and viola, 2 octaves for cello and bass and the finger patterns required to perform them.	Aural Assessment Summative

Understand any time signatures in level appropriate literature.	More Advanced time signatures and changing meters within a piece of music.	MP2.P.25.h	Students demonstrate by performance understanding of any time signatures found in level appropriate literature.	Aural Assessment Summative
Continue developing vibrato skill.	Continue the development of vibrato.	MP2.P.26.h	Students can demonstrate continuing development of vibrato skill and knowledge of when to use vibrato.	Observation Aural Assessment Formative
Prepare ensemble parts through grade 4.	Play literature up to Grade 4.	MP2.P.30.h	Students can skillfully prepare their parts in ensemble playing through Grade 4.	Aural Assessment Formative
Prepare music for performances and festivals.	Perform alone and in small ensembles.	MP2.P.31.h	Students can skillfully prepare solos and ensemble parts for public performances and Festivals.	Aural Assessments Summative
Critique performances using appropriate music terminology.	Reflect on one's own performance or the performance of others	MP2.R.16.h	Students can analyze, critique, and evaluate musical performances or recordings using appropriate music terminology either in written form or through discussion.	Discussion Written Assessment Summative
Discuss relationships between music and other arts.	How are music and other disciplines used in everyday life and culture.	MP4.Cn.13.h	Students can speak to or write about the historical relationships between music and other artistic disciplines.	Discussion Written Assessment Summative
Understand stylistic differences in historical musical periods.	Review periods of music and their stylistic differences.	MP2.P.29.h	Students can demonstrate through discussion and performance stylistic differences in historical musical periods.	Discussion Aural Assessment Summative
Follow more sophisticated conducting gestures.	Understand and follow more sophisticated conducting patterns and gestures, using those patterns and gestures themselves when	MP2.P.30.h	Students can perform following more sophisticated gestures from the conductor and replicate those gestures themselves when conducting other students	Observation Aural Assessment Summative

	conducting.			
Conduct a student-led ensemble.	Lead a small ensemble performing simple grade 1 or grade 2 literature using appropriate conducting gestures.	MP2.P.30.h	Students can skillfully direct a small ensemble using conducting gestures appropriate to the literature.	Observation Formative
Explore music as a career for those interested.	Understand the connection between music and careers.	MP4.Cn.15.h	Students who are inclined to want music to be a significant part of their lives can identify ways to make that happen.	Discussion Written Assessment Summative

High School Music Theory

Grades	Unit	Standards	Performance Indicators (Learning Targets)	Assessments
9-12	<p>Rhythm</p> <p>Students will generate, develop, and refine artistic work.</p>	<p>MG1.Cr. 13.h MG1.Cr. 14.h MG1.Cr. 15.h MG2.P.16.h MG2.P.17.h MG2.P.19.h</p>	<ul style="list-style-type: none"> ● Students will be able to read and write common music notation <ul style="list-style-type: none"> ○ Staff, Notes, Note Values, Rest Values, Time Signatures, Ties, ● Students will demonstrate the knowledge of written theory by creating and notating an original work for an instrument of their choice ● Students will be able to improvise melody lines or chord progressions on an instrument of their choice ● Interpret non-standard notation symbols used by some 20th century composers 	<p>Formative Assessments Summative Assessments Aural Assessments/identification</p>
9-12	<p>Melody</p> <p>Students will generate, develop, and refine artistic work.</p>	<p>MG1.Cr. 13.h MG1.Cr. 14.h MG1.Cr. 15.h MG2.P.16.h MG2.P.17.h MG2.P.19.h</p>	<ul style="list-style-type: none"> ● Students will be able to read and write common music notation <ul style="list-style-type: none"> ○ Pitches, Clef Signs, Ledger Lines, Slurs, Accidentals, Half and Whole Steps, Enharmonics ● Students will demonstrate the knowledge of written theory by creating and notating an original work for an instrument of their choice ● Students will be able to improvise melody lines or chord progressions on an instrument of their choice ● Interpret non-standard notation symbols used by some 20th century composers 	<p>Formative Assessments Summative Assessments Aural Assessments/Identification</p>
9-12	<p>Harmony</p> <p>Students will</p>	<p>MG1.Cr. 13.h MG1.Cr. 14.h MG1.Cr. 15.h</p>	<ul style="list-style-type: none"> ● Students will be able to read and write common music notation 	<p>Formative Assessments Summative</p>

	generate, develop, and refine artistic work.	MG2.P.16.h MG2.P.17.h MG2.P.19.h	<ul style="list-style-type: none"> ○ Pitches, Clef Signs, Ledger Lines, Slurs, Accidentals, Half and Whole Steps, Enharmonics ● Students will demonstrate the knowledge of written theory by creating and notating an original work for an instrument of their choice ● Students will be able to improvise melody lines or chord progressions on an instrument of their choice ● Interpret non-standard notation symbols used by some 20th century composers 	Assessments Aural Assessments/Identification
9-12	<p>Vocabulary: *Form *Expression *Texture *Timbre</p> <p>Students will critically interpret intent and meaning in order to evaluate artistic work.</p>		<ul style="list-style-type: none"> ● Students will be able to read and write common music notation <ul style="list-style-type: none"> ○ Dynamics, Tempi, Articulation, Form Markings ● Identify specific musical forms: ABA, theme and variations, rondo, sonata, through composed ● Demonstrate knowledge of the technical vocabulary of music ● Identify and explain compositional devices and techniques used to provide unity and tension and release in a musical work, and give examples of other works that make similar uses of these devices ● Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions 	Formative Assessments Summative Assessments Aural Assessments/Identification
9-12	<p>Making Connections</p> <p>Students will relate prior</p>	MG3.R.14.h MG3.R.16.h MG3.R.18.h MG4.Cn.14.h MG4.Cn.15.h	<ul style="list-style-type: none"> ● Analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive 	Formative Assessments Summative Assessments Aural

	<p>knowledge and personal experience with music to cultural and historical context.</p>		<ul style="list-style-type: none"> ● Compare how musical materials are used in a given example relative to how they are used in other works of the same genre or style ● Interpret non-standard notation symbols used by some 20th century composers ● Apply and refine specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply the criteria in their participation in music ● Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions 	<p>Assessments/Identification</p>
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[Wisconsin Standards for Music Content Area: General Music](#)