

School District of Holmen



Music Curriculum

2009- 10

The School District of Holmen will provide a comprehensive music education curriculum which encourages lifelong enjoyment and appreciation of music.

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Executive Summary

*T*he Music Committee has worked to develop a curriculum that provides a framework for music 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.

*T*he main part of the curriculum is divided by grade level. 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.

- Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable.
- Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline.

*T*he former State Superintendent of Public Instruction, John Benson, stated that “fundamental to every child’s success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do.” If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed.

➔ *From Instructional Services*

District Information

SCHOOL DISTRICT POLICY STATEMENT
School District of Holmen
Holmen, WI 54636

FILE: AD
SECTION: A
FOUNDATIONS & BASIC COMMITMENTS

EDUCATIONAL PHILOSOPHY STATEMENT

The School District of Holmen exists for the purpose of providing the best possible educational programming with available resources for the youth of the District and for the community. 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 Board is aware of its commitment to the State of Wisconsin in carrying out the mandates and expectations in the area of education, recognizing that education is a state as well as a local responsibility. To that end, the Board shall strive to represent the State of Wisconsin as well as the School District of Holmen in making decisions regarding the educational program. The wishes and expectations of the community shall be continuously assessed by citizen input and informal contacts with the citizens of the School District. Channels of information shall be kept open to make sure that citizen's voices may be heard.

The District exists for all the youth of the community. In its planning, the Board, administration and faculty shall be aware of the needs of all children and shall strive to establish goals and programs that meet such needs to the greatest extent possible. The District does not exist for any special intent groups or individuals and the Board, administration, and faculty shall strive to make sure that decisions and programs reflect the main consensus of community wishes.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which he/she should be encouraged to develop as much as possible. The District shall provide programming with as much breadth as possible to foster such development. The District through the Board, administration, and faculty and all other staff shall attempt to provide quality schools where good moral standards, patriotism, respect of fellow man, respect for scholarship and achievement prevail, not only in the example set by the workers in the schools, but also in the expectations placed upon the students.

Cross Ref AE, District Goals and Objectives
 JB, Equal Educational Opportunities

Approved: March 1984
Reviewed and Approved: 2002

District Vision Statement

Holmen - a premier school district of choice, setting standards of excellence in education, distinctive and successful in everything we do.

District Mission Statement

- Develop life-long learners
- Nurture the ability of all to become responsible for their own learning
- Foster the skills, knowledge, experiences and attitudes necessary for full participation in our ever-changing society
- Honor each person's dignity and contribution
- Achieve a deeply held partnership with the community that actively support parents and families
- Work closely with regional educational resources
- Provide an outcomes-driven educational program that achieves recognized standards of excellence

The district will achieve this overall Mission by building an organization that involves everyone and challenges everyone to grow.

Strategic Initiatives

Strategic Initiative #1 Student Learning: To identify student needs and then develop, implement and evaluate programs and processes to improve all student achievement.

Strategic Initiative #2 Community Involvement: To increase the level of citizen ownership for the operation of the school system by increasing opportunities for communication and involvement.

Strategic Initiative #3 Human Resource Management: To improve the processes for the development, selection, and retention of staff.

Strategic Initiative #4 Finance and Support Service: To provide the support and planning that will facilitate the efficient and effective operation of the District.

Board Approved: 4/16/01

LEARNER GOALS

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 in life skills. Therefore, in the Holmen School District, **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 life style.

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 the history of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state, 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 cultural diversity and pluralism.

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

10. Develop aesthetic awareness.

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

WISCONSIN TEACHER STANDARDS & LICENSURE
Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website – <http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand the children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and **can adapt instruction to meet the diverse needs** of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and **uses a variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. **Teachers communicate well.** The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and **uses formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a **reflective practitioner** who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher **fosters relationships** with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

School District of Holmen

2009-10

SCHOOL BOARD OF EDUCATION MEMBERS

Cheryl Hancock – President
Dardy Berge – Vice President
Anita Jagodzinski – Clerk
Elizabeth Kamprud
Gary Dunlap
Tim Medinger
Kari Treadway



ADMINISTRATION

Dr. Dale Carlson, Superintendent
Sandy Richert, Director of Instructional Services
Rick Johnson, Director of Pupil Services
Jay Clark, Director of Support Services
Joanne Stephens, Evergreen Elementary Principal
Dr. Patrice Tronstad, Prairie View Elementary Principal
Neal Janssen, Sand Lake Elementary Principal

Dr. Teri Staloch, Viking Elementary Principal
Erik Torkelson, Middle School Principal
Keri Holter, Middle School Associate Principal
Dr. Bob Lecheler, High School Principal
Bob Baer, High School Associate Principal
Anna Curtis, High School Associate Principal
Linzi Gronning, Activities / Athletic Director

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

Action was taken by the School Board of Holmen School Board on Monday, May 18, 1998, to adopt the following:

Adoption of the Wisconsin State Standards (CI98-017)

The Holmen curriculum process includes the steps of aligning the curriculum to the Wisconsin State standards, the WSAS testing criteria, as well as what should be included locally. Therefore, the State Standards would be adopted by the District as part of a process to meet the students' needs.

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 D. Berg. Second by G. Dunlap. Motion carried 6/0.





School District of Holmen

Music Department Vision Statement

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

Mission Statement

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

- ☐ Provide a music foundation guided by the Wisconsin Model Academic Standards for Music.
- ☐ Provide an aesthetic experience enhancing the quality of life within our schools and community.

*School District of
Holmen
Music Committee
Membership
During Curriculum
Writing*



Not pictured: Steve Koch, Jeff Krauklis and Camie Schneider

Evergreen	Prairie View	Sand Lake	Viking
Mona Gardner Shelly Heerts	Erin Robinson	Maureen Norris, K-12 Chair Shelly Heerts	Nancy Kronn Shelly Heerts

Middle School	High School
Troy Birdsong	Troy Birdsong
Steve Koch	Ruth Mashak
Jeff Krauklis	Camie Schneider
Rachel O'Donnell	George Von Arx
Nancy Von Arx	

Administrator & Instructional Services Liaison:

Neal Janssen, Sand Lake Elementary Principal
Sandy Richert and Dawn Gorski Ohlfs, Instructional Services Liaison

Timeline for Music Self-Study & Curriculum Writing

Spring 2008	Discussed overall steps and components of the Music Self-Study Discussed sources of evidence
Summer 2008	Began self study process to identify strengths, opportunities for improvement, and recommendations. Developed vision and mission statements, program descriptions, reviewed test data and research articles.
November 2008	Participated in an external review and evaluation
December 2008	Received external evaluator report
February 2009	Analyzed External Review Report
March 2009	Analyzed focus group and external evaluator report. Continued to identify strengths, opportunities for improvement, best practices, and recommendations
April 2009	Presented Self-Study to Curriculum Council
May 2009	Presented to School Board for approval
Summer 2009	Began work on curriculum writing process
First Semester 2009	Continued to work on curriculum writing process
March 2009	Completed work on curriculum writing
April 2010	Presented Curriculum to Curriculum Council
May 2010	Presented to School Board for approval

Overall Opportunities for Improvement of Current Music Curriculum

From the results of research articles, external evaluations, test results, and standards, the music committee has identified the following key opportunities for improvement:

- ☐ At the elementary level, there is a lack of technology implementation, aged materials (books), and there are not enough materials.
- ☐ At the elementary level, class size is too large. Many times the class is one classroom plus 25% of another class to make up one music class.
- ☐ At the elementary level, there are no keyboarding opportunities to correlate with research on spatial-temporal abilities, and abstract reasoning skills which improve math and science skills.
- ☐ Limited collaboration between elementary music teachers and classroom teachers.
- ☐ Retention of band/choir/orchestra numbers decreases from 6th – 7th and 7th – 8th grades.
- ☐ Lacking a course for non-music students at the high school level.
- ☐ Perception of music students at the high school level keeps numbers low.

- ❑ At the high school level, there is a disparity of groups – instrumentation and SATB voicing.

Music Committee Recommendations

Overall Planning for Improvement

From the results of research articles, external evaluations, test results, and standards, the music committee has identified the following recommendations:

STUDENT ACHIEVEMENT & LEARNING	
Recommendations	<ul style="list-style-type: none"> • At the high school and middle school, increase contact time with students in order to implement the curriculum. • At the elementary level introduce keyboarding and strengthen technology experiences. • Create opportunities to experience music as a life-long skill and enjoyment for all students. • Continue to work on scheduling issues at the middle school and high school.
Timeline for Implementation	2009-2010, 2010-11, ongoing
Shared Involvement for Implementation	Music teachers, administrators, students, parents, community
Action Taken To Date	<u>2009-10</u> <ul style="list-style-type: none"> • Middle School schedule changed to improve opportunities for music participation

COMMUNICATION & PARENT/COMMUNITY INVOLVEMENT	
Recommendations	<ul style="list-style-type: none"> • Create a music advisory committee involving business community, parents, teachers, students, alumni and administrators. • Recruit a Festival Elementary Choral Sponsor – outside of school day • Observe Music Celebration Week.
Timeline for Implementation	2009-2010, 2010-11, ongoing
Shared Involvement for Implementation	Music teachers, administrators, students, parents, community
Action Taken To Date	<u>2009-10</u> <ul style="list-style-type: none"> • No action due to curriculum writing. Will take action in 2010-11.

STAFF DEVELOPMENT AND PROFESSIONAL PRACTICES	
Recommendations	<ul style="list-style-type: none"> • Continue collaboration time within the buildings and K-12 • Take advantage of more technology training K-12 to integrate into existing music program.
Timeline for Implementation	2009-2010, 2010-11, ongoing
Shared Involvement for implementation	Music teachers, classroom teachers, I & T Services
Action Taken To Date	<u>2009-10</u> <ul style="list-style-type: none"> • Music staff collaborated monthly during each early release • Prairie View has embedded technology into their music curriculum and plans are to infuse this into all elementary buildings.

PROGRAM DEVELOPMENT (FACILITY AND FINANCIAL SUPPORT)	
Recommendations	<ul style="list-style-type: none"> • Work toward an annual music budget equal to 10-12% of the total replacement value of the music department inventory (equipment, instructional materials, etc.). • Add keyboarding to the elementary music program.
Timeline for Implementation	2009-2010, 2010-11, ongoing
Shared Involvement for Implementation	Music teachers, administrators
Action Taken To Date	<u>2009-10</u> <ul style="list-style-type: none"> • No action taken but strong recommendation to administration to include in future budgetary planning.

Elementary Curriculum



While revising the curriculum, the elementary teachers reviewed and discussed how the following policies/statutes are addressed and/or incorporated into daily instruction. See Appendix D.

- **Children at risk, Standard n – Interventions for Struggling Learners** – Based on information provided by district teachers, the School District of Holmen uses a variety of interventions to meet the needs of struggling learners. We have established a focus group to continue analyzing the effectiveness of these interventions. Classroom interventions are determined through analyzing benchmark data.
- **English Language Learners (ELL)** – Teachers and staff in the School District of Holmen offer a variety of services to meet the needs of English Language Learners in the classroom. ELL students are primarily clustered to provide efficient delivery of services and allow students optimal learning time within the classroom setting, which may include small groupings, partnerships and direct instruction when needed. Classroom and ELL teachers collaborate in order to front load learning prior to the universal instruction, thus allowing these students to be active participants in classroom discussions and hands-on activities. Benchmark assessments are also analyzed to provide students with instruction that can be tailored to be accessible to the learner at almost any level. The learners who need the most support are often placed in the smallest groups so as to receive the instruction that they need. Additionally, a variety of concrete and experiential learning techniques are used district-wide to support learning for the English language learner and his/her need for visual and contextual support for language laden tasks. Other strategies include the deliberate use of common vocabulary and explicit instruction of those terms, strong emphasis on real-life connections, and for the neediest students, some forms of assistive technology are used to scaffold the students learning based on the level of proficiency. Finally, the district ELL staff continues to work to educate all staff on the specific needs of the English Language Learner.
- **Talented and Gifted, Standard t** – Talented and Gifted (TAG) students are served by the regular education teachers and in conjunction with the Talented and Gifted teachers of the District. These students are identified based on a combination of standardized tests and nominations. TAG programming aligns with the Wisconsin Pyramid Model of delivery. Services include but are not limited to: Differentiation, flexible grouping, compacting, and advanced placement courses. In addition, there are a number of events that create and promote higher level thinking in the language arts areas sponsored by the district and the Mississippi Valley Gifted and Talented Network. The academic performance of the program is assessed by identified student performance on standardized tests.
- **Computer literacy and technology** – Teachers use a variety of technology to support learning in the classroom. Multiple forms of assistive technology also support the special needs learner.

- ♦ **Diversity** – By including music from a variety of cultures and personal experiences, teachers enhance the learning experience for all students. Recognizing the diversity within a classroom enriches the learning for all.
- ♦ **Education for Employment (E4E)** - Music activities that include experiences built on relevant and timely events help students to make connections and apply learning in a contextual environment. It promotes increased student achievement by expanding educational experiences.
- ♦ **Environmental Education** – Environmental education is supported by the knowledge and skills that students learn in music classrooms through seamless integration of various musical units.
- ♦ **Universal Learning Strategies** – The use of universal learning strategies is embedded into all classes throughout the elementary day.
- ♦ **21st Century Learning** – This initiative builds upon core subject expertise and emphasizes the 21st century competencies of information and communication technology (ICT) literacy, critical thinking, communication, collaboration, global awareness and business, economic, and civic literacy.

Elementary Curriculum

Elementary Level Current Program Description of Music

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 the 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 (Silver Burdett), Recorder Express (Alfred), 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 Model Academic Standards for Music, and the School District of Holmen goals.



Comprehensive Musicianship through Performance (CMP)

The Comprehensive Musicianship through Performance Project (CMP) was initiated in Wisconsin in 1977 as a means of assisting teachers with the development of “performance with understanding” in school music programs. In the CMP process, students develop an understanding of musical concepts such as expression, melody, rhythm, harmony, texture, timbre, and form by being involved in a variety of roles including performing, improvising, composing, transcribing, arranging, conducting, rehearsing, and analyzing music.

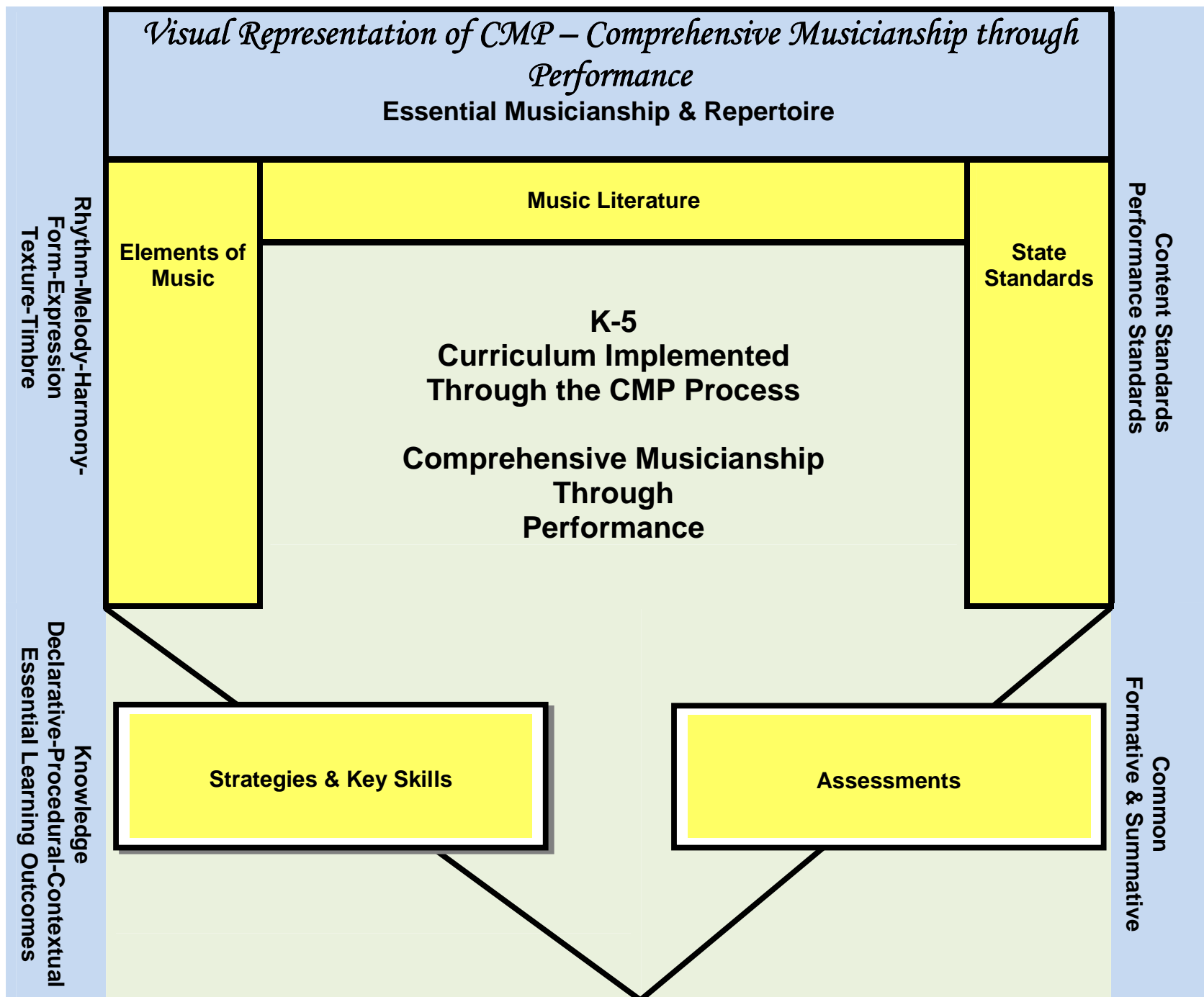
In the designing a teaching plan for a piece of music, music educators examine the five points of the CMP model: music selection, assessment, classroom strategies, outcomes for student learning, and analysis of the piece. Music educators begin planning from the point that best serves the needs of the students. This model offers a structure for the teacher to organize a thorough plan for rehearsing, sharing musical understandings, and including the student in the learning process.

The CMP research indicated that “in order to have an impact on musical behavior, there must be a planned effort by the teacher to enrich the performing experience with additional kinds of musical understanding.” The need is even more critical today in view of the emphasis on standards-based education and the call for verification of the developmental effects of music learning.

The CMP Steering Committee continues to refine the process and has joint sponsorship by three state-level agencies: The Wisconsin School Music Association, the Wisconsin Music Educators Association, and the Wisconsin Department of Public Instruction.

In the School District of Holmen the CMP Model Consists of Five Major Elements:

1. Essential Music Selection Question:
Why was the music chosen: Was it Essential Repertoire (what concepts or period of time does it represent) or Was it Essential Musicianship (what concepts, level of difficulty, and standards does it cover.)
2. Concept of Music (*expression, melody, rhythm, harmony, texture, timbre, and form*).
3. Standard Standards (*determined by the DPI with input from Music Association & Music Educators Association*)
4. Assessments & Essential Learning Outcomes (*What do we want our students to know and how will we know*)
5. Strategies (*tasks, projects, rehearsals, performances, curriculum mapping*).



KINDERGARTEN

Developers: Music Committee	Development Date: 2009-10	Instructional Level: Elementary
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Description:

In Kindergarten music classes, the School District of Holmen emphasizes finding a steady beat, using four different voices, and exploring percussive instruments. Our activities are a preparation for understanding basic concepts of music. Music teachers teach movement through music and rehearse for the Kindergarten students' first performance for an audience.

The Kindergarten Music Curriculum is organized by the elements of music: Expression, Rhythm, Form, Melody, Timbre, Texture and Harmony. See Appendix A for complete listing of state standards.

Kindergarten has five essential learning outcomes:

1. Differentiate between singing and speaking voices.
2. Demonstrate a steady beat.
3. Recognize an introduction.
4. Read and create rhythm patterns using ta, ti ti, and rest.
5. Rehearse and perform at annual music program for an audience.

Kindergarten Element of Music: Expression		
State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, B1, B3, D1, F2, F3, F5, H2, I3	Dynamics Observation, Checklists, Rubrics, & Peer Assessments	Loud/soft Getting louder/getting softer Soft dynamics
	Tempo Observation, Checklists, Rubrics, & Peer Assessments	Fast/slow Getting faster/getting slower Changes in tempo
	Mood Movement, Drawings, Observation	Variety of moods

Kindergarten Element of Music: Rhythm		
State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A3, A5, B1, B2, D3, F1, F3, F4, H2, H5, I3, I4	Beat Observation & Checklists	Steady beat Steady beat/no beat Beat/rhythm Beat/silent beat (rest)
	Duration Observation & Checklists	Long and short sounds Longer/shorter One sound per beat equals one quarter note Two sounds per beat equals two quarter notes No sound equals a rest
	Pattern Observation & Checklists	Same/different Combinations including: one beat, two beats, no beat Repeated patterns

Kindergarten Element of Music: Form		
State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A3, B1, B4, C3, F2, F5, G1, H2, I3, I4	Phrase Form Observation & Checklists	Same/different phrases Echo (imitation) Call and response Introduction
	Section Form Observation & Checklists	Same/different sections

Kindergarten Element of Music: Melody		
State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A3, B1, B3, B5, B6, C4, E2, E3, F2, F3, F5, H2	Pitch & Direction Observation & Checklists	High/low Upward/downward
	Pattern Observation & Checklists	Same/different

Kindergarten Element of Music: Timbre		
State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, A3, B1, B2, B3, C4, D2, D3, E4, F2, F5, G1, H1, H2, I1, I4	Environmental Observation & Checklists	Nature sounds Machine sounds
	Vocal Observation & Checklists	Various tone qualities produced by individuals and groups Individual: sing, speak, call, whisper
	Instrumental Observation, Rubric, & Checklists	Body percussion Classroom percussion Various tone qualities produced by individual of instruments and groups of instruments Group: large and small ensembles

Kindergarten Element of Music: Texture & Harmony		
State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, A3, A4, B2, B6, C2, D1, D2, F2, G1	Texture Observation & Checklists	One sound/more than one sound Accompaniment/no accompaniment

- Essential Learning Outcomes & Assessments: The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- Strategies – The strategies are based on best practices and supportive of the learning.

GRADE ONE

Developers: Music Committee	Development Date: 2009-10	Instructional Level: Elementary
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Description:

In Grade One music classes, the School District of Holmen students are taught how to use their singing voices correctly, keep a steady beat, and understand music concepts including high/low, fast/slow, and long/short.

The Grade One Music Curriculum is organized by the elements of music: Expression, Rhythm, Form, Melody, Timbre, Texture, and Harmony. See Appendix A for complete listing of state standards.

Grade One has six essential learning outcomes:

1. Match pitch.
2. Demonstrate a steady beat.
3. Read and create rhythm patterns using ta, ti ti, and rest.
4. Demonstrate knowledge of verse and refrain.
5. Identify a note as sitting on a line or in a space.
6. Rehearse and perform at annual music program for an audience.

Grade One Element of Music: Expression		
State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A2, B1, C2, C4, D2, D3, E3, F2, F3, F5, H2, I3, I4, I5	Dynamics Observation, Checklists, Rubrics, & Peer Assessments	Loud/soft Getting louder/getting softer
	Tempo Observation, Checklists, Rubrics, & Peer Assessments	Fast/slow Getting faster/getting slower Changes in tempo
	Mood Movement, Drawings & Observation	Variety of moods

Grade One Element of Music: Rhythm

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A3, B1, B2, B4, B5, C1, C2, C4, D1, E1, E4, F2, F3, F5, H2, I1, I3	Beat Observation & Checklists	Steady beat Steady beat/no beat Beat/rhythm Beat/silent beat (rest)
	Duration Observation & Checklists	Longer/shorter One sound per beat equals one quarter note Two sounds per beat equals two quarter notes No sound on a beat equals a rest

Grade One Element of Music: Form

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, A3, B1, B3, C4, D2, F1, F2, F3, F5, G1, H2, I1, I5	Phrase Form Observation & Checklists	Same/different phrases Question/answer phrase Long and short phrases Echo (imitation) Call and response Repetition/contrast Introduction and coda Cumulative song
	Section Form Observation & Checklists	Same/different sections Introduction and coda Verse/refrain (AB) Section forms including: AB (binary), ABA
	Pattern Observation & Checklists	Same/different Ostinato Combinations including: one beat, two beats, no beat Repeated patterns

Grade One Element of Music: Melody

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A5, B2, B5, B6, F5, H2, E1, E2, E4, F1, F2, F3, F4, I1, I3	Pitch & Direction	High/low Upward/downward Space/line Identification
	Pattern Observation & Checklists	Same/different Combinations including so, mi, la, do

Grade One Element of Music: Timbre

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, B1, B4, C5, D2, D3, E1, F2, F3, F4, G2, I5	Environmental Observation & Checklists	Nature sounds Machine sounds
	Vocal Observation & Checklists	Various tone qualities produced by individuals and groups Individual: sing, speak, shout, whisper; adult, child
	Instrumental Observation , Rubric, & Checklists	Body percussion Classroom percussion Various tone qualities produced by individual instruments and groups of instruments Tuned percussion Group: large and small ensembles

Grade One Element of Music: Texture & Harmony

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A3, A4, A5, B5, C1, C2, C3, F3, F5, F4, H2, I1, I4	Texture Observation & Checklists	One sound/more than one sound Accompaniment/no accompaniment Ostinato/ (repeated pattern) Bordun/ (2 pitch repeated pattern)

GRADE TWO

Developers: Music Committee	Development Date: 2009-10	Instructional Level: Elementary
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Description:

In Grade Two music classes, the School District of Holmen students are taught how music notes are notated on lines and spaces, singing and performing with expression, using beginning harmony, and finding the form of music. Instrumental families are also emphasized in Grade Two.

The Grade Two Music Curriculum is organized by the elements of music: Expression, Rhythm, Form, Melody, Timbre, Texture, and Harmony. See Appendix A for complete listing of state standards.

Grade Two has six essential learning outcomes:

1. Match pitch.
2. Demonstrate a steady beat.
3. Read and create rhythm patterns.
4. Identify music terms.
5. Identify lines and spaces in the treble clef.
6. Rehearse and perform at annual music program for an audience.

Grade Two Element of Music: Expression		
State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A2, B1, D1, E3, F5, F2, H2, Hi	Dynamics Observation, Checklists, Rubrics, & Peer Assessments	Loud/soft Dynamics and dynamic markings including <i>p</i> , <i>f</i> , <i>crescendo</i> / <i>decrescendo</i> <i>Getting louder/getting softer</i>
	Tempo Observation, Checklists, Rubrics & Peer Assessments	Getting faster/getting slower Tempo markings: <i>fermata</i> Changes in tempo
	Mood Movement, Drawings, Observation	Variety of moods

Grade Two Element of Music: Rhythm		
State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A3, B2, C2, E1, E4, F2, F3, F4, F5, G, H1, I3	Beat Observation & Checklists	Steady beat Steady beat/no beat Beat/rhythm
	Duration Observation & Checklists	Longer/shorter One sound per beat equals one quarter note Two sound per beat equals two quarter notes No sound on a beat equals a rest
	Pattern Observation & Checklists	Ostinato Combinations including: one beat, two beats, no beat, sustained beat (half note)

Grade Two Element of Music: Form		
State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, B4, C4, F1, F5, I1, I2	Phrase Form Observation & Checklists	Same/different phrases Question/answer phrase Long and short phrases Repetition/contrast Solo/chorus Call and response Introduction and coda Cumulative song Round
	Section Form Observation & Checklists	Same/different sections Introduction and coda Verse/refrain (AB) D.C. <i>al fine</i> (ABA) Section forms including: AB, ABA, AABA, ABACA (rondo) Identify form

Grade Two Element of Music: Melody

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A2, B2, B4, D3, D5, E2, E4, F2, F3, H2, I1, I3	Pitch & Direction Observation & Checklists	Melodic direction Higher/lower Upward/downward Pitch letter names
	Pattern Observation & Checklists	Same/different do-re-mi-fa-so-la-ti-do

Grade Two Element of Music: Timbre

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A2, A3, B2, B6, C4, E1, F2, F4, G2, I1, I4	Environmental Observation & Checklists	Nature sounds Machine sounds
	Vocal Observation & Checklists	Various tone qualities produced by individuals and groups Individual: male, female, child
	Instrumental Observation, Rubrics, & Checklists	Various tone qualities produced by individual instruments and groups of instruments Group: large and small ensembles Families: strings, percussion Instrumentation from diverse cultures Woodwind brass
	Electronic Observation & Checklists	Synthesized sounds

Grade Two Element of Music: Texture & Harmony

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, A3, A4, B2, B6, C2, D1, D2, F2, G1	Texture Observation & Checklists	Accompaniment/no accompaniment Ostinato/Bordun

- Essential Learning Outcomes & Assessments: The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- Strategies – The strategies are based on best practices and supportive of the learning.

GRADE THREE

Developers: Music Committee	Development Date: 2009-10	Instructional Level: Elementary
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Description:

In Grade Three music classes, the School District of Holmen students begin learning to play the recorder, experience a trip to the La Crosse Symphony, learn to compose music, read and notate pitches using note names, and expand their learning about instrumental families.

The Grade Three Music Curriculum is organized by the elements of music: Expression, Rhythm, Form, Melody, Timbre, Texture, and Harmony. See Appendix A for complete listing of state standards.

Grade Three has seven essential learning outcomes:

1. Match pitch.
2. Read and notate notes and rhythms.
3. Identify musical terms.
4. Demonstrate proper recorder skills.
5. Compose a melody using specific musical guidelines.
6. Identify four families of instruments.
7. Rehearse and perform at annual music program for an audience.

Grade Three Element of Music: Expression

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A2, A3, B1, B2, B6, D2, E3, F2, F3, F4, F5, H1, H2, G1	Dynamics Vocabulary Assessments, Performance, & Checklists	Dynamics and dynamic markings including <i>p</i> , <i>f</i> , <i>crescendo/decrescendo</i> , (<i>p</i> , <i>f</i>), <i>mezzo (mp, mf)</i> , <i>pp</i> , <i>ff</i> Dynamic contrasts Dynamics as an expressive choice
	Tempo Vocabulary Assessments, Performance, & Checklists	Tempos and tempo markings Changes in tempo Tempo as an expressive choice
	Mood Observation & Movement	Variety of moods

Grade Three Element of Music: Rhythm		
State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, A3, A4, B1, B2, B6, C2, C3, D2, D5, E1, E3, E4, F2, F4, F5, G1, I3	Beat Observation & Composition Rubric	Beat/rhythm Upbeat
	Duration Composition Rubric & Observation	Tie: quarter note, 2 quarter notes, rest, 4 sixteenth notes, half note, rest, whole note, dotted half note, eighth note, rest, rest
	Meter Observation, Performance, & Checklists	2/4, 3/4, 4/4 meters
	Pattern Observation & Performance	Ostinato Even and uneven rhythm patterns (dotted rhythms) Combinations including: whole note, 4 sixteenth notes, dotted half note, eighth note, quarter note, 2 quarter notes, half note, half rest, whole rest, half rest

Grade Three Element of Music: Form		
State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, A3, B1, B2, C3, D2, E2, F1, F2, F5, G1, I1	Phrase Form Observation, Performance, & Checklists	Question/answer phrase Long and short phrases Repetition/contrast Solo/chorus Call and response Introduction, interlude, and coda Cumulative song
	Section Form Vocabulary Assessment, Observation, Performance, & Checklists	Same/different sections Introduction and coda Interlude Verse/refrain (AB) <i>D.C. al fine</i> (ABA) First and second endings <i>D.S. al fine</i> Section forms including AB, ABA, AABA, ABACA (rondo)

Grade Three Element of Music: Melody

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, A3, B2, B5, B6, C4, D2, E2, E4, F2, F3, F4, F5, I2, I5	Pitch & Direction Observation, Performance, & Assessment	Steps, skips, and repeated pitches Pitch letter names
	Tonality Observation, Performance, & Assessment	Major/minor
	Pattern Observation, Performance, & Assessment	Melodic/minor

Grade Three Element of Music: Timbre

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, B2, C4, D2, D3, F2, F3, F4, F5, H2, I5,	Environmental Observation & Checklists	Nature sounds Machine sounds
	Vocal Observation & Checklists	Various tone qualities produced by individual and groups Individual: male, female, child Group: duet, trio, quartet, chorus
	Instrumental Observation, Checklists & Instrumental Rubric	Various tone qualities produced by individual instruments, and groups of instruments Individual instruments Group: large and small ensembles Families: strings, percussion, woodwind, brass Instrumentation from diverse cultures including
	Electronic Observation & Checklists	Synthesized sounds

Grade Three Element of Music: Texture & Harmony

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, A3, A4, B1, B2, B6, C2, C4, E2, E3, E4, F1, F2, F3, F5, G1, G3, H2, I1, I2	Texture Observation, Performance, & Checklists	Ostinato Partner songs, Echo songs Countermelodies and descants
	Harmony Observation & Performance	Harmony/no harmony Major/minor Chord changes including: I-V ₇ 2-part singing

GRADE FOUR

Developers: Music Committee	Development Date: 2009-10	Instructional Level: Elementary
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Description:

In Grade Four music classes, the School District of Holmen students continue to refine and rehearse their recorder skills including composition. Harmony, improvisation, and world drumming are additional musical unites that are taught in grade four.

The Grade Four Music Curriculum is organized by the elements of music: Expression, Rhythm, Form, Melody, Timbre, Texture, and Harmony. See Appendix A for complete listing of state standards.

Grade Four has seven essential learning outcomes:

1. Match pitch.
2. Identify musical terms.
3. Demonstrate proper recorder skills.
4. Compose a melody using specific musical guidelines.
5. Read notes and rhythms.
6. Analyze the form of a piece of music.
7. Rehearse and perform at annual music program for an audience.

Grade Four Element of Music: Expression

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, A5, C2, D3, E3, F3, F2	Dynamics Vocabulary Assessments, Performance, & Checklists	Dynamics and dynamic markings including <i>crescendo/decrescendo</i> , <i>p</i> , <i>f</i> , <i>mezzo (mp, mf)</i> , <i>pp</i> , <i>ff</i> Changes in dynamics Appropriateness of dynamic choices Dynamics as an expressive choice
	Tempo Vocabulary Assessments, Performance, & Checklists	Tempos and tempo markings Changes in tempo Appropriateness of tempo choices Tempo as an expressive choice
	Mood Observation & Movement	Variety of moods

Grade Four Element of Music: Rhythm

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A3, B1, B2, B4, C2, E1, F1, F2, F3, F5, I1, I3	Beat Observation & Composition Rubric	Beat/offbeat Upbeat/pick-up
	Duration Observation & Observation Rubric	Tie: quarter note, 2 quarter, rest, 4 sixteenth notes, half note, rest, eighth note, whole, eighth/2 sixteenths, 2sixteenths/eighth, dotted quarter, eighth, eighth, dotted quarter, dotted half, rest, rest
	Meter Observation, Performance, & Checklists	2/4, 3/4, 4/4, meters Changes in meter
	Pattern Observation & Performance	Even and uneven rhythm patterns (dotted rhythms) Syncopation and Swing eighths

Grade Four Element of Music: Form

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A3, C1, C3, D1, E4, F1, F2, F3, F5, IH2	Phrase Form Observation, Performance, & Checklists	Question/answer phrase Long and short phrases & Repetition/contrast Solo/chorus & Call and response Introduction, interlude, and coda Cumulative song & Ballad
	Section Form Vocabulary Assessment, Observation, Performance, & Checklists	Introduction and coda and Interlude Verse/refrain (AB) <i>D.C. al fine</i> (ABA) First and second endings <i>D.S. al fine</i> Section forms including AB, ABA, AABA, ABACA (rondo) Theme/variations
	Composite Form Observation	Opera, musical theater, symphony

Grade Four Element of Music: Melody

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A3, B2, B6, C2, C3, D2, E1, E2, F2, F3, F5, H4, I3	Pitch & Direction Observation, Performance, & Assessment	Steps, skips, and repeated pitches Pitch letter names
	Tonality Observation, Performance, & Assessment	Major/minor

Grade Four Element of Music: Timbre

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A2, D2, F2, F3, F4, H2, I1, I4, I5	Environmental Observation & Checklists	Nature sounds Machine sounds
	Vocal Observation & Checklists	Various tone qualities produced by individuals and groups Group: large and small ensembles Vocal blending <i>A capella</i> singing Variety of vocal styles including: opera, musical theater, and popular singers
	Instrumental Observation, Checklists & Instrumental Rubric	Various tone qualities produced by individual instruments and groups of instruments Individual instruments Families: strings, percussion, winds, keyboards Instruments from diverse cultures
	Electronic Observation & Checklists	Synthesized sounds Electric guitar

Grade Four Element of Music: Texture & Harmony

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A2, A3, A4, B2, B6, C2, C4, D1, E1, F4, F5, H1, H2, I2	Texture Observation, Performance, & Checklists	Ostinato Partner songs & Echo songs Counter melodies and descants Rounds and canons
	Harmony Observation & Performance	Harmony/no harmony Unison/chordal harmony Major/minor 2-partsinging

- Essential Learning Outcomes & Assessments: The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- Strategies – The strategies are based on best practices and supportive of the learning.

GRADE FIVE

Developers: Music Committee	Development Date: 2009-10	Instructional Level: Elementary
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Description:

In Grade Five music classes, the School District of Holmen students have the opportunity to sing in a performing choir, play the entire scale on the recorder, continue additional note-reading, practice sight-singing, continue world drumming, learn musical terminology to correspond with classroom music, and further develop harmony and composition skills..

The Grade Five Music Curriculum is organized by the elements of music: Expression, Rhythm, Form, Melody, Timbre, Texture, and Harmony. See Appendix A for complete listing of state standards.

Grade Five has seven essential learning outcomes:

1. Sing a varied repertoire of music alone and with others.
2. Identify musical terms.
3. Demonstrate proper recorder skills.
4. Compose a melody using specific musical guidelines.
5. Read notes and rhythms.
6. Explains the importance of music and how it relates to history and culture.
7. Rehearse and perform at annual music program for an audience.

Grade Five Element of Music: Expression

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, A3, A4, B1, B2, B4, D1, E3, F1, F2, G1, G2, H2, I1, I2, I3	Dynamics Vocabulary Assessments, Performance, & Checklists	Dynamics and dynamic markings including <i>crescendo/decrescendo</i> , <i>pp</i> , <i>ff</i> , <i>messo (mp, mf)</i> , <i>pp</i> , <i>ff</i> Changes in dynamics Appropriateness of dynamics choices Dynamics as an expressive choice
	Tempo Vocabulary Assessments, Performance, & Checklists	Tempo and tempo markings Changes in tempo Appropriateness of tempo choices Tempo as an expressive choice
	Mood Observation & Movement	Variety of moods

Grade Five Element of Music: Rhythm

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, A3, A4, B1, B2, B3, C2, D1, D3, E1, E2, E4, F1, F2, F3, G1, H1, H2, I1	Beat Observation & Composition Rubric	Beat/offbeat Upbeat (pick- up)
	Duration Observation & Composition Rubric	Tie: 4 sixteenth notes, eighth, quarter, eighth, whole, half, dotted half, quarter/2 eighth, 2eighth/quarter, dotted eighth/sixteenth, sixteenth/dotted eighth, 3 eighth notes
	Meter Observation, Performance, & Checklists	2/4, 3/4, 4/4, meters
	Pattern Observation & Performance	Even and uneven rhythm patterns (dotted rhythms) & Syncopation

Grade Five Element of Music: Form

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A3, B1, B3, B4, C1, C2, D1, D3, E1, E3, F1, F2, G1, G2, I2	Phrase Form Observation, Performance, & Checklists	Question/answer phrase Long and short phrases Repetition/contrast Solo/chorus Call and response Introduction, interlude, and coda Ballad & 12-bar blues
	Section Form Vocabulary Assessment, Observation, Performance, & Checklists	Section forms including AB, ABA, AABA, ABACA Theme/variations March, Overture Finale, Movement
	Composite Form Observation	Opera, musical theater, symphony, concerto

Grade Five Element of Music: Melody

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A2, A3, A4, B1, B3, B5, C2, D1, D3, E1, E3, E4, F1, F2, F3, H1, H2, I1	Pitch & Direction Observation, Performance, & Assessment	Pitch letter names
	Tonality Observation, Performance, & Assessment	Major/minor Whole and half steps

Grade Five Element of Music: Timbre

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A3, A5, B2, B4, C2, D2, D3, E1, E4, F1, F2, G1, H1, H2, I1, I2	Environmental Observation & Checklists	Nature sounds Machine sounds
	Vocal Observation & Checklists	Various qualities produced by individuals and groups Individual: soprano, alto, tenor, bass Group: large and small ensembles Vocal blending <i>A capella</i> singing Variety of vocal styles including: opera, musical theater, and popular singers Vocal production
	Instrumental Observation, Checklists, & Instrumental Rubric	Various tone qualities produced by individual instruments and groups of instruments Individual instruments
	Electronic Observation & Checklists	Synthesized sounds Electric guitar

Grade Five Element of Music: Texture & Harmony

State Standards for this Concept	Concepts & Assessments	Strategies & Key Skills
A1, A3, B1, B2, B3, B4, C1, D3, E1, F1, F2, F3, G1, G2, H1, H2, I1	Texture Observation, Performance, & Checklists	Ostinato Partner songs Counter melodies and descants Rounds and canons
	Harmony Observation & Performance	Major/minor 2-part singing

- Essential Learning Outcomes & Assessments: The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- Strategies – The strategies are based on best practices and supportive of the learning.

Elementary Instructional Strategies and Assessment Information

Curriculum and assessment are connected by the teaching and learning that takes place day to day and year to year. The improvement of social studies achievement for all students requires effective teaching in all classrooms. Effective teaching means that students use a variety of processes to deepen their understanding, engage in thoughtful conversations and reflection, and connect previous learning and strategies to new knowledge. These processes on the following pages will be used in classrooms across the District.

Vocabulary Instruction

A SIX-STEP PROCESS FOR TEACHING ACADEMIC VOCABULARY

1. Provide a description, explanation or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the term or phrase.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

Source: *Building Academic Vocabulary*, Marzano and Pickering, ASCD, 2005.

K- Grade 5 Common Assessments

Assessment, both formative and summative, provides evidence of what students know and are able to do as defined in the curriculum. Progress Monitoring—a systematic process by which student performance data are frequently and repeatedly collected and analyzed—helps to identify whether students are meeting the expectations and what will be the course of action if they are not meeting them. The following music assessment plan outlines the present K-5 common assessments that will help with student learning. This is a work in progress. Please see Appendix F for sample common assessments.

Grade Level	Assessments
K	Checklists, rubrics, observation, manipulatives, singing games, written assessments
1	Checklists, rubrics, observation, manipulatives, singing games, written assessments
2	Checklists, rubrics, observation, manipulatives, singing games, written assessments
3	Checklists, rubrics, observation, manipulatives, singing games, written assessments
4	Checklists, rubrics, observation, manipulatives, singing games, written assessments
5	Checklists, rubrics, observation, manipulatives, singing games, written assessments

K - Grade 5 Recommended Resources

Kindergarten/ First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
“Bang Bang” (David Sanborn) For Practicing steady beat	Meet the Instruments Video <ul style="list-style-type: none"> • Keyboard • Brass 	Meet the Instruments Video <ul style="list-style-type: none"> • Strings • Woodwind • Percussion (portions) 	Meet the Instruments Video <ul style="list-style-type: none"> • Review 	Styles of Music Game: Style Dial
Preschool Playtime Band (CD) To practice steady beat and following conductor	Freddie the Frog And the Bass Clef Monster	Freddie the Frog And the Mysterious Wahoo	Music K-8 “Major Minor”	Stomp Out Loud DVD
Movin’ & Groovin DVD (Learning Station)	Gustav Mole & the Lost Music (book, CD, and puppet) World Music emphasis	Games: <ul style="list-style-type: none"> • Doggone Dynamics • Sneaky Snake • Rhythm Rockets 	Rossini’s Ghost DVD	Liszt’s Rhapsody DVD
Sesame Street Video “Let’s Make Music”	Music K-8 Song “Piano-Forte”	Portions of Mary Poppins DVD	Mussorgsky Pictures at an Exhibition (Book/CD)-form	Yo-Yes! Book (vocal inflection)
Good King Leopold Game (from 1-2-3 Echo Me)	Handel’s Last Chance Video	Portions of the Wizard of OZ DVD	When Jonny Comes Marching Home (book)	
Tubby the Tuba Book and CD	Peter and the Wolf (Book and CD)	Beethoven Lives Upstairs DVD	Music Man DVD (portions)	
Elmo & the Orchestra (CD)	Peer Gynt Video	Catalina Magdalena Hoopersteiner Wallendiner...Book	Hip Hop Hokey Pokey (tape)	
My Many Colored Days (Dr. Seuss Book and Video)	Mr. Bach Comes to Call (DVD)	Amahl and the Night Visitors DVD		
Christopher Kazoo & Bongo Book (Book/DVD/Activity Book)	The Remarkable Farkle McBride (Book)	Clap to it! Video		

Kindergarten/ First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Puff the Magic Dragon (Book & CD)	Bunny Hop Rondo (tape)			
Learning Station "You Can Dance" (CD) Movement Songs	Master Mind worksheets by Cheryl Lavendar			
Rhythm Band for Little People (CD/Charts) Also try with varying styles of music	Portions of "The Sound of Music" DVD			
Rockin' Rhythm Raps (Cheryl Lavendar)				
Carnival of the Animals (Video, Book, CD)				

Holmen Middle School

Current Program Description of Music

The period represented by grades 6-8 is especially critical in students' musical development. The music they perform or study often becomes an integral part of their personal musical repertoire.

Composing and improvising provide students with an awareness of form and structure in music, while developing 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 communities that are increasingly multicultural. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and listening to music.

The standards in this section presume that the students have achieved the standards specified for grades K-4. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.



Middle School Offerings

Required *(meets every other day, receives grade, and credit)*

- General Music 6 - **Required for students not enrolled in Band, Choir or Orchestra**

Elective *(meets every other day receives grade, and credit)*

- | | |
|---|--|
| <ul style="list-style-type: none"> • American Music 7 • 6th Grade Band • 7th Grade Band • 8th Grade Band • 6th Grade Orchestra • 7th Grade Orchestra • 8th Grade Orchestra | <ul style="list-style-type: none"> • 6th Grade Vocal • 7th Grade Vocal • 8th Grade Vocal • 8th Grade Music Lab (every day or every other day for a semester) |
|---|--|

Extra-Curriculum *(meets and/or performs outside the school day; no grade or credit is received and are subject to the co-curricular code)*

- | | |
|---|---|
| <ul style="list-style-type: none"> • Solo & Ensemble Festival Participation • Jazz Ensemble • Show Choir | <ul style="list-style-type: none"> • Chamber Ensembles • Marching Band (Parades) • School Musicals/Pit Orchestra |
|---|---|

Comprehensive Musicianship through Performance (CMP)

The Comprehensive Musicianship through Performance Project (CMP) was initiated in Wisconsin in 1977 as a means of assisting teachers with the development of “performance with understanding” in school music programs. In the CMP process, students develop an understanding of musical concepts such as expression, melody, rhythm, harmony, texture, timbre, and form by being involved in a variety of roles including performing, improvising, composing, transcribing, arranging, conducting, rehearsing, and analyzing music.

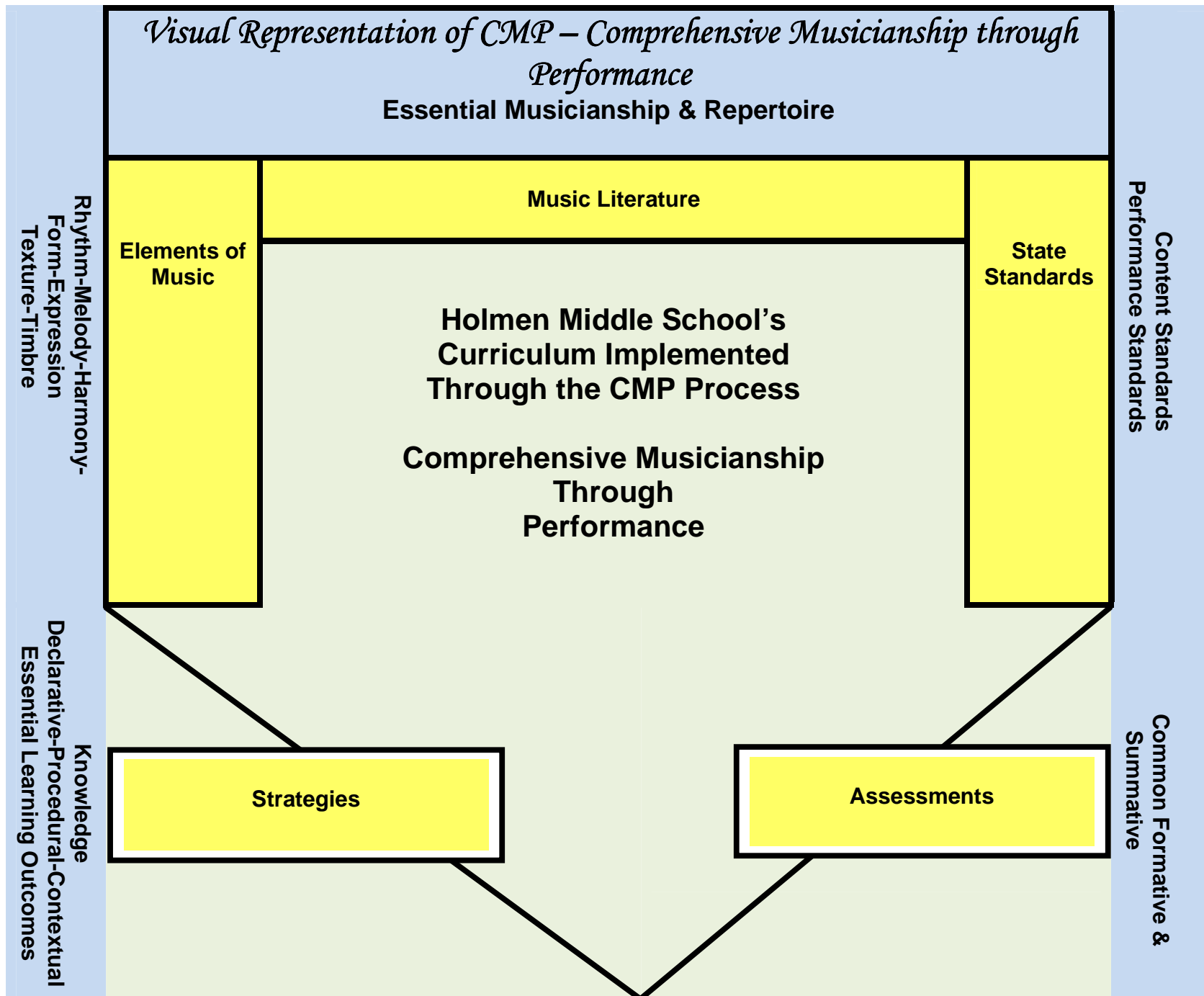
In the designing a teaching plan for a piece of music, music educators examine the five points of the CMP model: music selection, assessment, classroom strategies, outcomes for student learning, and analysis of the piece. Music educators begin planning from the point that best serves the needs of the students. This model offers a structure for the teacher to organize a thorough plan for rehearsing, sharing musical understandings, and including the student in the learning process.

The CMP research indicated that “in order to have an impact on musical behavior, there must be a planned effort by the teacher to enrich the performing experience with additional kinds of musical understanding.” The need is even more critical today in view of the emphasis on standards-based education and the call for verification of the developmental effects of music learning.

The CMP Steering Committee continues to refine the process and has joint sponsorship by three state-level agencies: The Wisconsin School Music Association, the Wisconsin Music Educators Association, and the Wisconsin Department of Public Instruction.

In the School District of Holmen the CMP Model Consists of Five Major Elements:

6. Essential Music Selection Question:
Why was the music chosen: Was it Essential Repertoire (what concepts or period of time does it represent) or Was it Essential Musicianship (what concepts, level of difficulty, and standards does it cover.)
7. Concept of Music (*expression, melody, rhythm, harmony, texture, timbre, and form*).
8. Standard Standards (*determined by the DPI with input from Music Association & Music Educators Association*)
9. Assessments & Essential Learning Outcomes (*What do we want our students to know and how will we know*)
10. Strategies (*tasks, projects, rehearsals, performances, curriculum mapping*).



Holmen Middle School

Current Program Description of General Music

General Music Classes (non-performance)

General Music – Grade 6 (one semester, every other day)

Sixth Grade music reinforces the basic elements of music taught in the elementary schools, and applies these elements in a hands-on, creative process, so that students can express their individuality, while learning the concept of teamwork. 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. World Music Drumming – Students will be introduced to the principles and fundamental techniques of playing a variety of instruments, while learning songs, dances, historical and cultural information from West Africa, the Caribbean, and other countries.

American Music – Grade 7 (one semester elective, every other day)

Seventh Grade music expands the elements of music, so that students are aware of the history of music, as it relates to careers in music, music technology, and popular music styles. American Music features the evolution of popular music, from rhythm and blues, to jazz, to rock and roll to current styles. The class will also share music in current events and music as it relates to history, culture, careers, technology, and other subjects. Elements of music are reviewed and explored, relating to music selected for listening and/or performing. World Music Drumming – Students will continue with the principles of playing, by learning advanced ensembles and instruments, and by creating and performing original ensembles.

Grade 8 Music Lab – Piano (one semester elective, every other day)

Grade 8 Music Lab – Guitar (one semester elective, every other day)

Eighth Grade Music Lab (Piano / Guitar) takes the learning elements, and applies them to the study of piano and guitar. These classes are designed for the student who wants to learn to functionally read music and develop basic keyboard and guitar playing skills. It teaches the language of musical notation and how to read and apply it to the piano and guitar. Strategies cover rhythm, time signatures, bass and treble clefs, scales and chord structure, while learning and creating songs in both courses. Both classes include the study of careers in the music industry, which may involve tours to radio stations, music stores or recording studios. Music in current events and music as it relates to history, culture and other subjects will be integrated into the courses. Mood music, movie scores, commercial jingles, professional and avocational musicians are just a few of the lessons that connect students from the textbook to their own personal style and goals. World Music Drumming will be included in both courses – Students will focus on drumming techniques in advanced ensembles, with more instruments and student-led drum circles.

WHAT DO STUDENTS NEED TO KNOW IN GENERAL MUSIC?

Elements of Music	State Content Standard	State Performance Standard		
		Grades 6	Grade 7	Grades 8
1. Expression 2. Melody 3. Rhythm 4. Harmony 5. Form 6. Texture (Style) 7. Timbre (Style)	Performance A. Singing B. Instrumental	A1, A3,A2, A4 B1, B4	A1, A3, A4 B2, B3	A1, A2, A3 B1, B2, B3, B4
	Creativity C. Improvisation D. Composition	C2,C3 D1	C2, C3 D1	C2, C3 D2, D3
	Literacy E. Reading and Notating	E1,E2, E3	E1, E2, E3	E1, E3, E4
	Response F. Analysis G. Evaluation	F1,F2, F3 G1, G2	F1, F3 G1	F1, F2, F3 G1, G2
	Connections H. The Arts I. History and Culture	H1, H2, H3 I1,I2, I3	H1 I3	H1, H3 I1, I2, I3

HOW WILL THEY AS STUDENTS, AND WE AS EDUCATORS, KNOW THEY ARE LEARNING IN MUSIC?

Formative Assessments	Summative Assessments
Rhythm worksheets Note reading worksheets Resource activities Performance/Peer Critiques Performance/Observations Performance/Self-assessments Creating/Self-assessments Creating/Peer assessments	Term Tests Composition projects/Assessment Rubrics Research projects/Assessment Rubrics Performance /Assessment Rubrics End of Unit Reviews

HOW WILL STUDENTS LEARN IN GENERAL MUSIC?

Teaching Framework	Essential Learning Outcomes	Strategies
Elements of music	<p>Students will be able to read pitches on the staff, in the appropriate clef and range.</p> <p>Students will be able to read rhythms in various meters</p> <p>Students will be able to recognize and notate pitch, interval and rhythmic patterns.</p> <p>Students will create short rhythmic and melodic compositions.</p>	<p>Explore rhythms using a variety of notes and rests.</p> <p>Learn about melody using examples.</p> <p>Learn hand signs and pitch syllables.</p> <p>Learn about major and minor scales.</p> <p>Create rhythmic and melodic compositions</p>
World Music Drumming	<p><i>Students will learn about African and Latin American cultures.</i></p> <p><i>Students will learn drumming techniques.</i></p> <p><i>Students will learn about building working and community skills</i></p>	<p><i>Understand and place greater value on the peoples and musical cultures of African and the Caribbean.</i></p> <p><i>Demonstrate techniques for playing various types of drums and other percussion equipment.</i></p> <p><i>Understand and demonstrate the value and techniques of cooperative teamwork.</i></p>
Music Through Time	<p>Students will be able to identify musical terms, relating to different time periods</p> <p>Students will be able to describe and identify musical examples from different time periods.</p>	<p>Explore music and composers through time.</p> <p>Learn about instruments through history.</p> <p>Explore opera throughout the world.</p> <p>Learn about nationalism and program music</p>
Music Careers and Technology	<p>Students will be able to identify musical terms, relating to technology and the music business.</p> <p>Students will be able to understand how various careers are related to music.</p>	<p>Learn about composers, arrangers, recording studios, promoters, and others in the music business.</p> <p>Understand legal issues regarding copyrights</p>
American Popular Music	<p>Students will be able to identify musical terms, relating to different time periods in American Music.</p> <p>Students will be able to describe and identify musical examples from different styles of music.</p>	<p>Explore person styles in music</p> <p>Learn about the varied instruments in pop music.</p> <p>Learn about the evolution of the blues, country, jazz, hip-hop, and rock and roll.</p>

6TH GRADE GENERAL MUSIC

Developer: Music Committee

Development Date: 2009-10

Instructional Level: Middle School

Description:

Sixth Grade music reinforces the basic elements of music taught in the elementary schools, and applies these elements in a hands-on, creative process, so that students can express their individuality, while learning the concept of teamwork.

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. World Music Drumming – Students will be introduced to the principles and fundamental techniques of playing a variety of instruments, while learning songs, dances, historical and cultural information from West Africa, the Caribbean, and other countries.

The materials and resources for this course were chosen based on the two selection questions of the CMP Model: What concepts of music or period of time do the materials and resources represent? (Essential Repertoire) and/or what concepts of music, level of difficulty, and standards do the materials and resources cover? (Essential Musicianship). The course was developed to answer the following questions:

- **What do students need to know?** *Students need to an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards).*
- **How will students learn?** *Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.*
- **How will they as students, and we as educators, know they are learning?** *Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.*

Teaching Framework:

*Elements of Music – Rhythm, Pitch, Form
World Music Drumming
Music Through Time*

*Music, Careers and Technology
American Music*

Essential Learning Outcomes:

- **Students will achieve a higher level of music appreciation, skill achievement, and music independence by expanding their music foundation.**
- **Students will develop and demonstrate their basic understandings through the three modes of musical learning – performing, creating, and responding.**

Sixth Grade General Music Element of Music: Expression

State Standards for this Concept	Concepts	Strategies – Skills
A1, E1, G1	Singing, Reading and Notating, Evaluation	Sing a song for male voice, with expression
F1.G1. G2. I2. I3	Analysis, The Arts, History and Culture	Learn about virtuoso performers

Sixth Grade General Music Element of Music: Rhythm

State Standards for this Concept	Concepts	Strategies – Skills
E1, E3	Reading and Notating Music	Rhythmic notes and rests, Meter
B1, C3	Instrumental, Improvisation	Compose a Hand Jive
B1,B3, C2, A1, A3	Instrumental, Improvisation, Singing	World Music Drumming I

Sixth Grade General Music Element of Music: Form

State Standards for this Concept	Concepts	Strategies – Skills
A1, E1, F1, G1, H3	Singing, Reading and Notating, Analysis, Evaluation, The Arts	Proud Dance of the Nations Theme/variations Sonata Form

Sixth Grade General Music Element of Music: Melody

State Standards for this Concept	Concepts	Strategies – Skills
D1,E3, E2, F1,F3, I1, I3	Composition, Reading and Notating, Analysis, History and Culture	Major and relative minor scale Composition relative to do or la Basics of melody Bach Then and Now

Sixth Grade General Music Element of Music: Timbre

State Standards for this Concept	Concepts	Strategies – Skills
A1. A3. F1. F3. H3. I1, I2, I3	Singing, Analysis, The Arts, History and Culture	Your Changing Voice Music Trough Time

Sixth Grade General Music Element of Music: Texture & Harmony

State Standards for this Concept	Concepts	Strategies – Skills
F2, G1, A1	Singing, Analysis, Evaluation	I'm a Believer Chants Chapel of Love

- Essential Learning Outcomes & Assessments: The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- Strategies – The strategies are based on best practices and supportive of the learning.

7TH GRADE AMERICAN MUSIC

Developer: Music Committee

Development Date: 2009-10

Instructional Level: Middle School

Description:

Seventh Grade music expands the elements of music, so that students are aware of the history of music, as it relates to careers in music, music technology, and popular music styles.

American Music features the evolution of popular music, from rhythm and blues, to jazz, to rock and roll to current styles. The class will also share music in current events and music as it relates to history, culture, careers, technology, and other subjects. Elements of music are reviewed and explored, relating to music selected for listening and/or performing. World Music Drumming – Students will continue with the principles of playing, by learning advanced ensembles and instruments, and by creating and performing original ensembles.

The materials and resources for this course were chosen based on the two selection questions of the CMP Model: What concepts of music or period of time do the materials and resources represent? (Essential Repertoire) and/or what concepts of music, level of difficulty, and standards do the materials and resources cover? (Essential Musicianship). The course was developed to answer the following questions:

- **What do students need to know?** Students need to an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards).
- **How will students learn?** Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.
- **How will they as students, and we as educators, know they are learning?** Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.

Teaching Framework:

*Elements of Music – Rhythm, Pitch, Form
World Music Drumming
Music Through Time
Music, Careers and Technology
American Music*

Essential Learning Outcomes:

- Students will achieve a higher level of music appreciation, skill achievement, and music independence by expanding their music foundation.
- Students will develop and demonstrate their basic understandings through the three modes of musical learning – performing, creating, and responding.

Seventh Grade American Music Element of Music: Expression

State Standards for this Concept	Concepts	Strategies – Skills
F1, F3	Analysis	Variety of Mood
A1, F2, G1	Singing, Analysis, Evaluation	Teen Idols

Seventh Grade American Music Element of Music: Rhythm

State Standards for this Concept	Concepts	Strategies – Skills
F1, F2, F3, I3	Analysis	Dance Culture in America
C2, F2, F3, I3	Improvisation	Hip-Hop Music
A1, A3, B2, B3, C3, I3	Singing, Playing, Improvisation	World Music Drumming

Seventh Grade American Music Element of Music: Form

State Standards for this Concept	Concepts	Strategies – Skills
A1, C2, F2, F3, H1, I2, I3	Singing, Improvisation, Analysis, The Arts, History and Culture	Call and response Twelve Bar Blues Jazz

Seventh Grade American Music Element of Music: Melody

State Standards for this Concept	Concepts	Strategies – Skills
C2, F1, F2, F3, H1, I3	Improvisation, Analysis, The Arts, History and Culture	Jazz Country

Seventh Grade American Music Element of Music: Timbre		
State Standards for this Concept	Concepts	Strategies – Skills
F3, H1, I3	Analysis, The Arts, History and Culture	Pop Instruments, Vocals, Sound
F1	Analysis	What a Wonderful World – describing three different performances

Seventh Grade American Music Concept of Music: Texture & Harmony		
State Standards for this Concept	Concepts	Strategies – Skills
F2, F3, I2	Analysis, History and Culture	The Blues
A1, A3, A4, B1, B3, I3	Singing, Playing, History and Culture	World Music Drumming – Banuwa

Seventh Grade American Music Concept of Music: Careers		
State Standards for this Concept	Concepts	Strategies – Skills
F3, F2, H1, I3	Analysis, The Arts, History and Culture	Music Careers

- Essential Learning Outcomes & Assessments: The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- Strategies –The strategies are based on best practices and supportive of the learning.

8TH GRADE MUSIC LAB – PIANO OR GUITAR

Developer: Music Committee	Development Date: 2009-10	Instructional Level: Middle School
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Description: Grade 8 Music Lab – Piano (one semester elective, every other day) Grade 8 Music Lab – Guitar (one semester elective, every other day)

Eighth Grade Music Lab (Piano / Guitar) takes the learning elements, and applies them to the study of piano and guitar. These classes are designed for the student who wants to learn to functionally read music and develop basic keyboard and guitar playing skills. It teaches the language of musical notation and how to read and apply it to the piano and guitar. Strategies cover rhythm, time signatures, bass and treble clefs, scales and chord structure, while learning and creating songs in both courses.

Both classes include the study of careers in the music industry, which may involve tours to radio stations, music stores or recording studios. Music in current events and music as it relates to history, culture and other subjects will be integrated into the courses. Mood music, movie scores, commercial jingles, professional and avocational musicians are just a few of the lessons that connect students from the textbook to their own personal style and goals. World Music Drumming will be included in both courses – Students will focus on drumming techniques in advanced ensembles, with more instruments and student-led drum circles.

The materials and resources for this course were chosen based on the two selection questions of the CMP Model: What concepts of music or period of time do the materials and resources represent? (Essential Repertoire) and/or what concepts of music, level of difficulty, and standards do the materials and resources cover? (Essential Musicianship). The course was developed to answer the following questions:

- **What do students need to know?** *Students need to an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards).*
- **How will students learn?** *Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.*
- **How will they as students, and we as educators, know they are learning?** *Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.*

Teaching Framework:

*Elements of Music – Rhythm, Pitch, Form
World Music Drumming
Music Through Time
Music, Careers and Technology
American Music*

Essential Learning Outcomes:

- **Students will achieve a higher level of music appreciation, skill achievement, and music independence by expanding their music foundation.**
- **Students will develop and demonstrate their basic understandings through the three modes of musical learning – performing, creating, and responding.**

Eighth Grade Music Lab Element of Music: Expression		
State Standards for this Concept	Concepts	Strategies – Skills
F3, I1, I2, I3	Listening to, Analyzing, Describing Music Understanding Music in relation to history and culture	Ages of Music
D2, D3, E1, E4, F1, F3, I2,	Composing, Reading, Listening to, Analyzing, Describing Music Understanding Music in relation to history and culture	Music of Stravinsky
E1, F1, F2	Reading, Listening to, Analyzing, Describing Music	Dynamics
D3,E4, F2, I3	Composing, Reading, Listening to, Analyzing, Describing Music Understanding Music in relation to history and culture	Mood Music

Eighth Grade Music Lab Element of Music: Rhythm		
State Standards for this Concept	Concepts	Strategies – Skills
A1, A3, B1, B3, G2, I3	Singing, Playing, Evaluating, Understanding Music in relation to history and culture	World Music Drumming
B1,B2, B3, B4,D2, D3, E1, E4, F1, F3, I2E1, E3, F2	Singing, Playing, Composing, Reading	Note values, dotted notes and Meter
A3, B1,B2, B3, B4,D2, D3, E1, E4, F1, F3, I2	Singing, Playing, Composing, Reading	Piano, and Guitar Methods

Eighth Grade Music Lab Element of Music: Form		
State Standards for this Concept	Concepts	Strategies – Skills
F1, F2. F3. I2	Listening to and Analyzing Music, Understanding Music in relation to history and culture	Mozart Rondo
A3, B3, F2, I2	Singing, Playing, Listening to and Analyzing Music, Understanding Music in relation to history and culture	12-Bar Blues

Eighth Grade Music Lab Element of Music: Melody

State Standards for this Concept	Concepts	Strategies – Skills
A1, A3, B1, B3, G2, I3	Singing, Playing, Evaluating, Understanding Music in relation to history and culture	World Music Drumming
A3, B1,B2, B3, B4,D2, D3, E1, E4, F1, F3, I2	Singing, Playing, Composing, Reading	Piano and Guitar Methods
E3	Reading and Notating	Pitch and Interval Training

Eighth Grade Music Lab Element of Music: Timbre

State Standards for this Concept	Concepts	Strategies – Skills
C3, F1, F3	Improvisation, Analysis	Medieval and Renaissance Instruments
A2, F3, I2	Singing, Analysis, Understanding Music in relation to history and culture	Folk music / Pete Seeger

Eighth Grade Music Lab Element of Music: Texture & Harmony

State Standards for this Concept	Concepts	Strategies – Skills
D3, F3, I2	Composition, Analysis, Understanding Music in relation to history and culture	Madrigals
A3, B1, B2, C2, C3, D3, E4, F1, F2, F3, G1, G2, H3	Singing, Playing, Composing, Reading and Notating, Analysis, Evaluation, The Arts	Playing chords and learning songs on piano and guitar.

Eighth Grade Music Lab Element of Music: Careers

State Standards for this Concept	Concepts	Strategies – Skills
A1, A2, C3, D1, D3, E4,F1, F2, F3, G1, G2, H1, H3	Singing, Improvisation, Composition, Reading and Notating, Analysis, Evaluation, The Arts	Mood music, Movie Music, Jingles, Broadway careers, Music Therapy, Teaching, Avocational Musicians

GENERAL MUSIC OUTLINE

6th grade –General Music– Required for students not enrolled in Band, Choir or Orchestra

7th grade –American Music – Offered as an elective

8th grade –Music Lab/Piano or Music Lab/Guitar– Offered as an elective

1. INTRODUCTION TO MUSIC (6th grade)

CONCEPTS	STANDARDS	LESSONS/STRATEGIES	ASSESSMENTS
EXPRESSION	H, I	Discussion	Your Musical Self
MELODY	A, E, H, I	On Wisconsin	
TEXTURE & HARMONY	A, E, H, I	Rivers of Wisconsin Vocal Qualities & range America the Beautiful You Were On My Mind Treble and bass clef Chapel of Love I'm a Believer	
MELODY	A	Jingle Bells – Finding your range	Lift Up Your Voice 2
EXPRESSION	A,E,H,I	Proud Pride in country, self Maya Angelou/poems Coat of Many Colors Dolly Parton/song and book Biographies	
EXPRESSION	A, E, I	Music and Heroes of America God Bless America	

2. MUSIC THEORY (6th grade)

CONCEPTS	STANDARDS	LESSONS/STRATEGIES	ASSESSMENTS
RHYTHM	A,B,D,E,G	Clap & count basic rhythms Compose rhythmic patterns with Half, quarter and eighth notes Clap and count dotted notes Compose rhythmic patterns with Various time signatures	Musical Tool Kit 1
TIMBRE	G,I	Pitched Percussion Rhythm compositions	
MELODY	A,E,G,H,I	Notes in treble clef Pentatonic scale Create and play melodies	Assessment Rubric

3. WORLD MUSIC DRUMMING I (6th grade)

CONCEPTS	STANDARDS	LESSONS/STRATEGIES	ASSESSMENTS
RHYTHM	A,B,C,F,G,I	Drumming technique West African drumming Echo Patterns 1 & 2 Music & History of W. Africa Playing ensemble 1 Singing songs with ensemble 1	Perform/Peer critique Playing open & closed tones Perform/Peer critique WMD Worksheet
TIMBRE	A,B,C,F, G, I	Caribbean Connections Music & History of the Caribbean Improvisation Echo Patterns 3 & 4	Perform/Peer critique Perform/Peer critique

4. MUSIC THEN AND NOW (6th Grade)

CONCEPT	STANDARDS	LESSONS/STRATEGIES	ASSESSMENTS
TIMBRE	F,I	Describe Examples	Music Then and Now 1
TEXTURE & HARMONY	F,G	Chants	
TIMBRE	F,I	Renaissance Instruments	
MELODY	F,I	Bach Then and Now	
TIMBRE	F,H	Woodwind Instruments	Woodwind Worksheet
FORM	B,E,F	Classical Music – Sonata Form	
TIMBRE	E,F,H,I	Beethoven	
EXPRESSION	F,G,I	Virtuoso Performers	
TIMBRE	F,I	Knowledge of Musical Eras Knowledge of Terms	Listening Test Term Test

1. INTRODUCTION TO MUSIC (7th grade)

CONCEPTS	STANDARDS	LESSONS/STRATEGIES	ASSESSMENTS
EXPRESSION TEXTURE & HARMONY	H,I A, E, H, I	Discussion –Music for Moments Rivers of Wisconsin Vocal Qualities & range America the Beautiful You Were On My Mind Treble and bass clef Chapel of Love I'm a Believer	
MELODY MELODY	A A,E,I	Jingle Bells – Finding your range Just for fun songs Treble and bass clef	Lift Up Your Voice 2 Note Identification
EXPRESSION TEXTURE & HARMONY	A,E,G,H,I	Patriotism/ Nationalism This Land is Your Land/Pete Seeger	

2. MUSIC THEORY (7th grade)

CONCEPTS	STANDARDS	LESSONS/STRATEGIES	ASSESSMENTS
RHYTHM	A,B,D,E,F	Clap & count basic rhythms Ties and dotted notes Compose rhythmic patterns	MTK 2 Ties MTK 34 Cool Composer Note puzzle
MELODY MELODY	E A,E	Treble and bass clef C Major scale/ A minor scale Create and play etudes	Assessment Rubric

3. WORLD MUSIC DRUMMING II (7th grade)

CONCEPTS	STANDARDS	LESSONS/STRATEGIES	ASSESSMENTS
RHYTHM TIMBRE FORM	A,B,C,F,H,I	Drumming technique West African drumming Echo Pattern 5 (drum cheer)	Perform/Peer critique
EXPRESSION	A,B,C,F,H,I	Music of Ghana South African Drum Ensemble	WMD Worksheet The Beat Goes On 4

MELODY		Playing ensemble 3	Performance Rubric
RHYTHM	A,B,C,F,H,I	Singing songs with ensemble 3	
		Drumming technique	Perform/Peer critique
		Lord of the Bothran Ensemble	
EXPRESSION		Singing songs with 6/8 ensemble	
		Creating new verses to a song	

4. MUSIC THEN AND NOW (7th Grade)

CONCEPTS	STANDARDS	LESSONS/STRATEGIES	ASSESSMENTS
TIMBRE	F,H,I	Opera	
FORM	F,I	Music About a Nation	
TIMBRE	E,F,I	Strike Up the Band	
EXPRESSION	A,F,I	Music in the U.S.A.	
TIMBRE	F,I	Knowledge of Musical Eras	Identify Examples
		Knowledge of Terms	Term Test

5. CAREERS IN MUSIC (7th grade)

CONCEPTS	STANDARDS	LESSONS/STRATEGIES	ASSESSMENTS
TIMBRE	F	Techno DJ	
MELODY	F,I	I Write the Songs	
MELODY	H	Who Owns a Song?	
MELODY	A,D,F,G,I	Vocal Performers	Write Lyrics
EXPRESSION	G,H	Vocal Coach	
TIMBRE	G,H	Music Engineering & Recording	
HARMONY & TEXTURE	H	Editing, Publishing & Promoting	
		Knowledge of Terms	Term Test
		Projects/Presentations	Assessment Rubric

6. AMERICAN MUSIC MIX (7TH Grade)

<u>CONCEPTS</u>	<u>STANDARDS</u>	<u>LESSONS/STRATEGIES</u>	<u>ASSESSMENTS</u>
EXPRESSION	F	Popular Music Styles	
TIMBRE	F	Popular Instruments	
TEXTURE & HARMONY	F,I	Singin' the Blues	
RHYTHM	F	Research Popular Dance Styles	American Music Mix 4
RHYTHM	C	Hip-Hop and Rap	
		Create a Rap	American Music Mix 5
		Perform a Rap	Performance Rubric
MELODY	C,G,I	Elements/History of Jazz	
TIMBRE	F,G	Comparing Pop Vocal Styles	American Music Mix 6
TEXTURE & HARMONY	A,B,E,F	Elements/History of Rock and Roll	
EXPRESSION	A,F,G	Teen Idol Profile	American Music Mix 8
MELODY	A,F,G	Elements/History of Country	
		Knowledge of Terms	Term Test
		Projects/Presentations	Assessment Rubric

1. MUSIC CAREERS /AMERICAN POPULAR MUSIC (8th grade)

<u>CONCEPTS</u>	<u>STANDARDS</u>	<u>LESSONS/STRATEGIES</u>	<u>ASSESSMENTS</u>
MELODY	A,B,G,H	A4-5 Write a Jingle	Business of Music 2
EXPRESSION	H,I	A6-7 Mood Music	Business of Music 3
TIMBRE	F,G,H	A8-9 Movie Musicians	World Music 9
MELODY	F,G,H	A10-11 Compare Movie Themes	Business of Music 4
EXPRESSION	A,F,G,H	A16-19 Compare Performances	Business of Music 5
EXPRESSION	A,G,H,I	A20-25 Behind the Scenes	Job Match Quiz
RHYTHM	A,B,G,H	A26-27 Music Helping People	
EXPRESSION	H,I	A30-31 Avocational Musicians	Business of Music 10

2. MUSIC THEORY (8th grade)

CONCEPTS	STANDARDS	LESSONS/STRATEGIES	ASSESSMENTS
<u>Piano/Guitar methods:</u>			
RHYTHM	A,B,D,E,G	Clap & count basic rhythms	Perform/Observation
MELODY	A,E,G,H,I	Clap and counted dotted notes Read notes in treble and bass clef Note puzzles Compose etudes Perform etudes	Assessment Rubric Performance/rubric
<u>Piano:</u>			
TEXTURE & HARMONY	A,B,C,F,G	E2-5 I-IV Accompaniment	Perform/Peer Critique E2
TEXTURE & HARMONY	B,D,F,G	E6-7 I-IV-V Chords	Perform/Peer Critique E3
TEXTURE & HARMONY	B,C,E,F	E8-9 I-IV-V Accompaniment	Perform/Observation E4
<u>Guitar:</u>			
MELODY	B,E,F	F2-3 Know Your Guitar	Perform/Observation F3
TEXTURE & HARMONY	B,E,F	F4-5 Chords and Strums	Perform/Observe
TEXTURE & HARMONY	E,F,G	F6-7 Reggae Strums	Perform/Self-Assessment
TEXTURE & HARMONY	B,F	F8-9 G, C, D Chords	Perform/Observation F5
<u>Piano/Guitar:</u>			
MELODY	E,F	Major Scales & Chords	Performance/rubric

3. WORLD MUSIC DRUMMING III (8th grade)

CONCEPTS	STANDARDS	LESSONS/STRATEGIES	ASSESSMENTS
RHYTHM	A,B,C,F,G,I	Drumming technique Playing Echo Pattern 5 (drum cheer) Playing ensemble 3	Perform/Peer critique
MELODY FORM	A.B.C,F,G,I,	Singing songs with ensemble 3 Creating Drum Circles	Perform/Peer critique

4. MUSIC THEN AND NOW 8th Grade

CONCEPTS	STANDARDS	LESSONS/STRATEGIES	ASSESSMENTS
EXPRESSION	F,I	C2-3 Describe Ages of Music	Music Through Time 1
TEXTURE & HARMONY	F,I	C4-5 Madrigals	MTT 2 Perform/Observe
TIMBRE	F	C6-7 Medieval/Renaissance	MTT 4 Quiz
FORM	F,I	C10-13Mozart Rondo	
EXPRESSION	F,I	C30-33Stravinski TIMBRE	A,F,I
35Pete Seeger	Journal		C34-

6th – 8th GRADE BAND

Developers: Music Committee

Development Date: 2009-10

Instructional Level: Middle School

Description:

Grade 6: Students begin instrumental music instruction in the summer before 6th grade with a four-week program that starts the last week of July and continues through the first three weeks of August. When school resumes in September, students continue individual/small group lessons once every week at twenty minutes each. In addition, full band begins and will meet every other day during Academy time. First year instruction centers on developing tonal concept, counting fundamental rhythmic patterns, and correct fingerings and hand position on their chosen instrument. Music performed is of a grade 1 level and occasionally 1-1/2. The 6th grade band will give 2 to 3 required evening performances during the school year.

Grade 7: In their second year of instrumental music study students begin a combined marching program with the 8th grade band. The majority of marching band instruction takes place during the four-week summer band program that begins the last week of July and culminates the third week of August with the annual Holmen Kornfest Parade. In September, further marching band instruction takes place during the day and is required course work. Most parades are outside of the school day, and while attendance and participation are expected, students may be excused from these with written parent permission.

Increased scale study begins in 7th grade where quality grade 2 level, and occasionally 1-1/2 and 2-1/2 level music are studied. ALL students also complete a major unit emphasizing solo and small ensemble playing and will participate in the WSMA District Solo & Ensemble Festival. Jazz Ensemble and/or Jazz Combo are offered as after school co-curricular experiences. The band meets every other day throughout the year and performs three required evening concerts annually, at the end of the 2nd, 3rd and 4th quarters of study (January, March and May). They also participate in the WSMA Concert Festival in April. Individual/small group lessons continue once each week for twenty minutes each.

Grade 8: In the third year of instrumental music study, students learn about the audition process and audition for seating placement in the band. Advanced scales and technical studies are added and top students are recommended to participate in Wisconsin's two middle-level honors bands. Marching band, solo & ensemble festival, and jazz study are all continued, as are other occasional performance opportunities in the school and community. The 8th grade band also performs for the school's Veteran's Day Assembly in November. Quality band literature of a grade 2-1/2 level and occasionally 2 and 3 level music is studied. The band meets every other day throughout the school year and performs three required evening concerts annually, at the end of the 2nd, 3rd and 4th quarters of study (January, March and May). They also participate in the WSMA Concert Festival in April. Individual/small group lessons continue once each week for twenty minutes each.

The materials and resources for this course were chosen based on the two selection questions of the CMP Model: What concepts of music or period of time do the materials and resources represent? (Essential Repertoire) and/or what concepts of music, level of difficulty, and standards do the materials and resources cover? (Essential Musicianship). The course was developed to answer the following questions:

- **What do students need to know?** *Students need to an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards).*
- **How will students learn?** *Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.*
- **How will they as students, and we as educators, know they are learning?** *Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.*

Essential Learning Outcomes: Performance, Creativity, Literacy, Connections, and Response

- After playing a pitch or passage on their instrument, the student can accurately sing what they played..
- Will consistently play with a characteristic tone for their instrument, showing good posture, a strong embouchure, correct hand/instrument positioning and full breath support throughout the practical playing range of their instrument.
- Prepare parts for performance in solo, small and large ensembles utilizing appropriate practice procedures and adequate preparation time.
- After hearing examples of instrumental ornamentation and variation, the student will appropriately employ them in a simple solo passage.
- Will complete simple composition projects utilizing traditional and nontraditional sound sources.
- Working in a small group, students will arrange and perform a simple piece for multiple instruments, transposing their parts from concert pitch.
- Clap and count rhythmic examples out loud alone and in groups.
- Accurately define common Italian musical terms for dynamics, tempo, articulation, and expression.
- Perform all scales evenly at appropriate tempi.
- Note spacing, stem length and direction, accidental placement and appropriate use of symbols will have proper part-writing practices.
- Through listening examples and their own performance repertoire, correctly identify musical form and components.
- Identify and discuss how the different concepts of music (melody, harmony, rhythm, tone color, texture, and form) are treated differently in various genres, styles, and historical periods and by different composers.
- Apply effective criteria of analysis to their own lives as well as others live and recorded performances.
- Completion of one or more cross-curricular projects or events.
- Participate in ongoing listening projects of important musical works requiring identification of style, era, composer and/or significant compositional devices.
- Presentation of term paper describing the role of music in one or more other cultures.
- Explore the various media and collect examples of how unique and everyday events are combined with the arts and elevated to artistic forms.

Sixth – Eighth Grade Band Content Standard: Performance

Play alone and with others a varied repertoire of music on instruments

State Standards for this Concept	Essential Learning Outcomes	Strategies – Lessons
8-A.1, 8-A.2, 8-B.1, 8-B.2, 8-B.3	Singing on “la”, accurately match pitch in the student’s most octave.	<ul style="list-style-type: none"> After playing a pitch or passage on their instrument, the student can accurately sing what they played. The student consistently plays with a characteristic tone for their instrument, showing good posture, a strong embouchure, correct hand/instrument positioning and full breath support throughout the practical playing range of their instrument. Prepare parts for performance in solo, small and large ensembles utilizing appropriate practice procedures and adequate preparation time.
	Accurately perform music alone and in small and large ensembles of an age-appropriate difficulty (Grade 6 – level 1).	
	Demonstrate an understanding of tonal concept on at least one instrument using proper posture, breath control, playing position (hand & instrument) and embouchure.	
	Perform music respecting diverse cultures, historic periods and genres with appropriate expression and style.	
	Accurately sing a sustained musical phrase or melody using proper breath support and expression.	

Sixth – Eighth Grade Band Content Standard: Creativity

Improvise, compose and arrange music

State Standards for this Concept	Essential Learning Outcomes	Strategies – Lessons
8.C.1, 8.D.1, 8.E.2, 8.D.3	Improvise melodic embellishments and simple rhythmic and melodic variations on given melodies in major and/or minor keys.	<ul style="list-style-type: none"> After hearing examples of instrumental ornamentation and variation, the student will appropriately employ them in a simple solo passage. Student will complete written lesson book assignments in a timely manner. Students will complete a simple composition project utilizing traditional and nontraditional sound sources. Working with at least one other person, student will arrange and perform a simple piece for multiple instruments transposing their parts from concert pitch.
	Where presented in the text, <i>Standard of Excellence</i> , compose short pieces utilizing the specific guidelines presented and the appropriate elements of music.	
	Alone or in small groups, use a variety of traditional and nontraditional sound sources to compose a short tune.	
	Explain the concept of “concert pitch” and how to transpose for their instrument.	
	Arrange a simple piece for two or more instruments, transposing the parts from concert pitch using standard written notation.	

Sixth – Eighth Grade Band Content Standard: Literacy

Read and notate music

State Standards for this Concept	Essential Learning Outcomes	Strategies – Lessons
8.E.1, 8.E.2, 8.E.3, 8.E.5	Accurately count/read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 3/8, 6/8, and 2/2 meters.	<ul style="list-style-type: none"> Students will clap and count rhythmic examples out loud alone and in groups. Students will accurately define common Italian musical terms for dynamics, tempo, and articulation expression. All scales will be performed evenly at appropriate tempi. Written examples will demonstrate proper part-writing practices with regards to note spacing, stem length and direction, accidental placement and appropriate use of symbols.
	Identify and define standard notation symbols and terms for pitch, rhythm, dynamic, tempo, articulation and expression.	
	Sight-read simple melodies in the appropriate clef for their instrument at a difficulty level of two (on a scale of one to six).	
	Write and perform the following major scales from memory: Bb, Eb, F, Ab, C, Db & G (concert pitch).	
	Write and perform the following minor scales: g, c, d, f, a, b-flat & e (concert pitch).	
	Write and perform from memory a 2-octave chromatic scale from concert F to F.	

Sixth – Eighth Grade Band Content Standard: Response

Analyze, describe and evaluate music and music performances

State Standards for this Concept	Essential Learning Outcomes	Strategies – Lessons
8.F.1, 8.F.2, 8.F.3, 8.G.1, 8.G.2	Identify the basic instrumental forms: ABA, sonata, rondo, theme & variations.	<ul style="list-style-type: none"> Through listening examples and their own performance repertoire, students must correctly identify musical form and the components contained therein. Students must identify how the different elements of music (melody, harmony, rhythm, tone color, texture and form) are treated differently in various genres, styles, and historical periods and by different composers. Apply effective criteria of analysis to their own as well as others' live and recorded performance.
	Identify specific musical events found in form: Introduction, development, modulation, recapitulation, coda, theme, motive, modality and cadence.	
	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, meter, intervals, chords and harmonic progression.	
	Describe the common criteria of musical performance and apply it their listening and performing.	

Sixth – Eighth Grade Band Content Standard: Connections

Relate music to the other arts, disciplines outside the arts, history and culture

State Standards for this Concept	Essential Learning Outcomes	Strategies – Lessons
8.H.1, 8.H.2, 8.H.3, 8.I.1, 8.I.2, 8.I.3	Understand how music connects with other curricular disciplines.	<ul style="list-style-type: none"> • Completion of one or more cross-curricular projects or events. • Presentation of a term paper describing the role of music in one or more other cultures. • Participate in ongoing listening projects of important musical works requiring identification of style, era composer and/or significant compositional devices. (May be a part of the Wisconsin Music Educators Association Listening Project or Wisconsin Public Radio's Drop Everything and Listen.) • Explore the various media (new and entertainment) and collect examples of how unique and everyday events are combined with the arts and elevated to artistic forms
	Compare and contrast similar elements and terminology in each of two or more arts.	
	Describe the role music plays in varying cultures of the world.	
	Identify quality works of music by style, genre, historical period, and/or composer and explain the characteristics that give them aesthetic value.	
	Describe how particular events, scenes, emotions or ideas may be transformed or elevated to works of art through the employment of two or more art forms.	

- Essential Learning Outcomes & Assessments: The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- Strategies –The strategies are based on best practices and supportive of the learning.

Instrumental Music (Winds and Percussion) Curriculum Outline Grade 6

State Standard B. Instrumental	State Standard C. Improvisation & D. Composition	State Standard E. Reading and Notating F. Analysis	State Standard G. Evaluate	State Standard H. Arts & I. Culture & History
<p>Demonstrate:</p> <ul style="list-style-type: none"> • Proper Posture • Proper hand and instrument positions (proper grip for percussionists) • Proper embouchure • Proper breath support (stick technique) • A characteristic tone for instrument in mid-register • Appropriate care and maintenance of instrument • Proper articulations for: <i>staccato, legato, slur, accent</i> • Percussion: <i>Single (tap) stroke, flam, accent, buzz stroke, mallet rolls</i> • Fingering through Book 1 of Standards of Excellence (SOE) <p>Perform:</p> <ul style="list-style-type: none"> • Major scales from memory in quarter notes (mm qtr = 100) Concert Bb, Eb, F • Natural form of relative minors read from scale sheet • Chromatic scale from memory Concert Bb to Bb in quarter notes (mm qtr - 132) • Perform music with whole, half, dotted half, quarter, dotted quarter and eighth notes in 4/4 3/4 and 2/4 meters • Indicated dynamic changes in music selections • Percussion: Perform music in percussion - snare drum, bass drum, keyboards, and relevant auxiliary instruments • 	<ul style="list-style-type: none"> • Play variations on short melodies (SOE) • Complete musical phrases of a given piece of music (SOE) • Fill in missing notes of songs (SOE & handouts) • Spell scales in the following major keys: Concert Bb, Eb and F (handouts) • Name written pitches used in the clef for their instrument (handouts) 	<p>Identify:</p> <ul style="list-style-type: none"> • Musical markings and terms being studied • Names of notes • Musical elements (<i>Melody, Harmony, Rhythm, Form, Timbre</i>) • Key changes (modulation) <p>Interpret:</p> <ul style="list-style-type: none"> • Given tempo markings and alterations in music • Music containing (<i>D.Cs, D.S.s, repeats, Codas, & 1st and 2nd endings</i>) • Add counting to rhythms containing (<i>whole notes/rests, half notes/rests, quarter notes/rests, eighth notes/rests, dotted half and quarter notes</i>) <p>Describe:</p> <ul style="list-style-type: none"> • 4/4, 3/4, 2/4 meters • Live or videotaped performances by professionals using musical terms 	<ul style="list-style-type: none"> • Aurally identify correct performance of given rhythmic notation in the following meters: 4/4, 3/4 and 2/4 • Aurally identify the following styles of attack and release given the written notation: <i>fermata, legato, staccato, and accent</i> • Visually identify slurred and tongued articulation patterns • Complete written self-assessment(s) evaluating their tone, technique, accuracy, and musical expression 	<ul style="list-style-type: none"> • Observe and describe live and/or videotaped performances by professional players and/or composers • Perform music in a variety of styles and periods of composition • Demonstrate self/group confidence, discipline, and accepted performance decorum • Select and listen to recordings of quality music • Participate in like-instrument and large group performances • Participate with the band in public performances at school • Attend live performances of other school and amateur groups

Instrumental Music (Winds and Percussion) Curriculum Outline Grade 7 and 8

State Standard B. Instrumental	State Standard C. Improvisation & D. Composition	State Standard E. Reading and Notating F. Analysis	State Standard G. Evaluate	State Standard H. Arts & I. Culture & History
<p>Demonstrate:</p> <ul style="list-style-type: none"> Correct fingerings, including alternates, for all notes within the practical range of instrument Percussion: correct sticking for (<i>buzz rolls, double-stroke rolls, flams & flam accents, ruffs (drags), and controlled open roll at full dynamic range</i>) Appropriate vibrator for instrument (hand, jaw, or breath/diaphragm) <p>Perform:</p> <ul style="list-style-type: none"> Major scales from memory in quarter notes (mm qtr = 100) Concert Bb, Eb, F, Ab, C, Db, and G (2-8va's where possible) All 3 forms of the relative minor scales (mm qtr = 100) Chromatic scale from memory 2-8va's from Concert F to F, slurred, at fastest controlled speed Perform music with whole, half, , quarter, eighth, sixteenth and dotted notes in 4/4, 3/4, 2/4, 2/2, & 6/8 meters Indicated dynamic changes in music selections including fp, sfa, subito p & f Music from each of the major compositional periods: Renaissance, Baroque, Classical, Romantic & Contemporary <p>Identify:</p> <ul style="list-style-type: none"> Standard preparatory conducting beats, release motions, entrance cues & expressive gestures 	<ul style="list-style-type: none"> Play variations on short melodies (SOE) Complete musical phrases of a given piece of music in Standard of Excellence books (SOE) Fill in missing notes of songs (SOE & handouts) Play familiar music by ear given the starting note Harmonize simple melodies with tonic, subdominant, and dominate chords (I, IV, & V) in a given key Spell scales in the following major keys: Concert Bb, Eb and F, Ab, C, Db, and G (handouts) 	<p>Identify:</p> <ul style="list-style-type: none"> Notate and perform the following interpretive symbols: (<i>accents, marcato, staccato, tenuto, dynamic markings, crescendo, & decrescendo</i>) Notate all pitches on the grand staff Aurally and visually, key changes in a given composition Describe the five musical elements (<i>Melody, Harmony, Rhythm, Form, Timbre</i>) <p>Interpret:</p> <ul style="list-style-type: none"> Dynamic changes as indicated in given music selections Given tempo markings and alterations in music Music containing (<i>D.C.s, D.S.s, repeats, Codas, & 1st and 2nd endings</i>) Count (orally and in written form) given rhythms from grade 2.5 and 3 levels of music Accurately at sight, Grade 2 (Class M) level music <p>Describe:</p> <ul style="list-style-type: none"> Given musical terms used in band and solo/ensemble music being studied 4/4, 3/4, 2/4, 2/2 and 6/8 (fast and slow) meters The basic form of music being studied (Write/spell) the scale and key signatures of the following major keys: transposing for their instruments: Concert Bb, Eb, F, Ab, C, Db, and G 	<ul style="list-style-type: none"> Aurally identify correct performance of given rhythmic notation in the following meters: 4/4, 2/2, 3/4, 2/4, 6/8 (slow and fast) and 3/8 Name the order of flats and sharps in the key signatures studied Match pitch to a standard, given note in the practical playing range of their instrument Aurally identify the following styles of attack and release given the written notation: tenuto, legato, staccato, and marcato Visually identify the following standard articulation markings: slur, tenuto, and staccato Evaluate music performances (written) by use of the Wisconsin School Music Association (WSMA) model components: Tone, Intonation, Technique, Accuracy, and Musical Expression (and Balance in ensemble playing) Evaluate (in written form) their own individual and/or group performance/rehearsals Aurally discriminate among the various instrumental timbres 	<ul style="list-style-type: none"> Observe and describe live and/or videotaped performances by professional players and/or composers Study the creation and re-creation of music through individual, small, and large group performance experiences Perform music in a variety of styles and periods of composition Demonstrate self/group confidence, discipline, and accepted performance decorum Select and listen to recordings of quality music Participate in solo, small ensemble and large group performances Participate with the band in public performances at school and in the community Attend live performances of other school and amateur groups

6TH GRADE ORCHESTRA

Developers: Music Committee

Development Date: 2009-10

Instructional Level: Middle School

Description:

Students begin orchestra instruction in the summer before 6th grade with a four-week program that starts the last week of July and continues through the first three weeks of August. When school resumes in September, orchestra class begins and will meet every other day during Academy time at the end of the day. In addition, students will have individual/small group lessons once each week for twenty minutes each. First year instruction centers on developing tonal concept, counting fundamental rhythmic patterns, and proper playing technique. The students will be involved in two-three evening concert programs per year. Attendance and performance at these concerts is a required part of the course. Various other performances and activities may happen throughout the year.

The materials and resources for this course were chosen based on the two selection questions of the CMP Model: What concepts of music or period of time do the materials and resources represent? (Essential Repertoire) and/or what concepts of music, level of difficulty, and standards do the materials and resources cover? (Essential Musicianship). The course was developed to answer the following questions:

- **What do students need to know?** *Students need to an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards).*
- **How will students learn?** *Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.*
- **How will they as students, and we as educators, know they are learning?** *Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.*

Essential Learning Outcomes:

- Play with good tone and technique.
- Perform necessary rhythms.
- Perform in necessary keys and time signatures.
- Understand terms required in music.
- Perform a variety of music with an ensemble.
- Improvise and compose music.
- Read, analyze, evaluate, and describe music.
- Identify and define terms and standard notation.
- Compare music and art of different cultures.

Sixth Grade Orchestra Content Standards: Performance Singing and Instrumental

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies & Assessments
<p>B.8.8 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, and with good posture, good playing position, and good breath, bow, or stick control</p> <p>B.8.9 Perform, with expression and technical accuracy on a band or orchestral instrument, a repertoire of instrumental literature with a level of difficulty of three on a scale of one to six*</p> <p>B.8.10 Perform music representing diverse genres and cultures, with appropriate expression and style*</p> <p>B.8.11 Play by ear simple melodies on a band or orchestral instrument</p>	<p>Play with good tone and technique</p> <ul style="list-style-type: none"> • Demonstrate proper fingering using hi and lo two fingering pattern. • Demonstrate proper bowing technique. • Demonstrate appropriate playing position of instrument. • Demonstrate legato, two-note slur, bow lifts and pizzicato. 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>
	<p>Perform necessary rhythms</p> <ul style="list-style-type: none"> • Perform music with whole, half, dotted half, quarter and eighth notes and rests. 	
	<p>Can perform in necessary keys and time signatures</p> <ul style="list-style-type: none"> • Perform one octave C major, G major and D major scales mm quarter+100. • Perform music in 4/4, 3/4, 2/4 meters. 	
	<p>Understand terms required in music</p> <ul style="list-style-type: none"> • Perform indicated dynamic changes in music selection. • Understand key vs. time signatures. 	
	<p>Perform a variety of music with an ensemble</p> <ul style="list-style-type: none"> • Perform grade level 1 music. • Demonstrate appropriate care of instrument. • Perform music in a variety of styles and periods of composition. • Demonstrate self/group confidence, discipline and accepted performance decorum. • Participate with the orchestra in public performances at school. 	

Sixth Grade Orchestra Content Standards: Create Improvisation and Composition

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

[illegible]

Sixth Grade Orchestra Content Standards: Literacy Reading and Notating

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies & Assessments
<p>E.8.9 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 3/8, and alla breve (2/2) meter signatures</p> <p>E.8.10 Sight-read simple melodies in the treble and/or bass clefs</p> <p>E.8.11 Identify and define standard notation symbols for pitch, rhythm, dynamic, tempo, articulation, and expression</p> <p>E.8.12 Use standard notation to record their musical ideas and the musical ideas of others</p> <p>E.8.13 Sight-read, accurately and expressively, music with a level of difficulty of two on a scale of one to six*</p>	<p>Read music</p> <ul style="list-style-type: none"> Identify names of notes learned. Identify musical elements; melody, harmony, rhythm and form. Interpret given tempo markings and alterations in music being studied. Count rhythms in grade level 1 music (written and orally) using 1 & 2 counting systems. <p>Identify and define standard notation</p> <ul style="list-style-type: none"> Describe 4/4, 3/4, 2/4 time signature by the number of beats per measure and the beat unit. Identify and define standard notation symbols for pitch, rhythm, dynamic, tempo, articulation, and expression. 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>

Sixth Grade Orchestra Content Standards: Response Analysis and Evaluation

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies & Assessments
<p>F.8.8 Listen to and describe specific music events in a given example, using appropriate terminology</p> <p>F.8.9 Listen to and analyze the uses of the elements of music in examples representing diverse genres and cultures</p> <p>F.8.10 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</p> <p>G.8.5 & G.8.6</p>	<p>Analyze and describe music</p> <ul style="list-style-type: none"> Identify articulation patterns. Identify music in major or minor tonality. Identify simple musical devices, such as form, contrast and texture. <p>Evaluate music</p> <ul style="list-style-type: none"> Aurally evaluate individual tone quality to the needs of the music. Evaluate the quality of their own performance and the performance of others and offer suggestions for improvement. 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>

Sixth Grade Orchestra Content Standards: Connections The Arts and History and Culture

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies & Assessments
<p>H.8.7 Compare how the characteristic media of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art</p> <p>H.8.8 Compare the terminology and contrasting definitions of various elements in each of two or more arts</p> <p>H.8.9 Describe ways in which the principles and subject matter of other school disciplines interrelate with those of music</p> <p>I.8.7 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures</p> <p>I.8.8 Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of high-quality and characteristic musical works and explain the characteristics that cause each work to be exemplary</p> <p>I.8.9 Compare, in several cultures of the world including their own, functions music serves, roles of musicians, and conditions under which music is typically created and performed</p>	<p>Compare music and art of different cultures</p> <ul style="list-style-type: none"> Identify terms common in the arts such as texture, color, form, and movement. Recognize relationship of music to principles in other disciplines. Attend live and/or videotaped performances by professional players. 	<p>Orchestra rehearsal. Individual/Small Group Lessons.</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>

- Essential Learning Outcomes & Assessments: The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- Strategies –The strategies are based on best practices and supportive of the learning.

7th GRADE ORCHESTRA

Developers: Music Committee

Development Date: 2009-10

Instructional Level: Middle School

Description:

In their second year of orchestra, instruction continues with increased scale study and progression into more challenging music. Students also complete a major unit emphasizing solo and small ensemble playing and have the opportunity to participate in the WSMA Solo & Ensemble Festival. Orchestra meets every other day throughout the year. The students will be involved in two-three evening concert programs per year. Attendance and performance at these concerts is a required part of the course. Various other performances and activities may happen throughout the year. Individual/small group lessons continue once every week for twenty minutes each.

The materials and resources for this course were chosen based on the two selection questions of the CMP Model: What concepts of music or period of time do the materials and resources represent? (Essential Repertoire) and/or what concepts of music, level of difficulty, and standards do the materials and resources cover? (Essential Musicianship). The course was developed to answer the following questions:

- **What do students need to know?** *Students need to an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards).*
- **How will students learn?** *Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.*
- **How will they as students, and we as educators, know they are learning?** *Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.*

Essential Learning Outcomes:

- Play with good tone and technique.
- Perform necessary rhythms.
- Perform in necessary keys and time signatures.
- Understand terms required in music.
- Perform a variety of music with an ensemble.
- Improvise and compose music.
- Read, analyze, evaluate, and describe music.
- Identify and define terms and standard notation.
- Write D and G major scales using whole, half, quarter and eighth notes
- Compare music and art of different cultures.

Seventh Grade Orchestra Content Standards: Performance Singing and Instrumental

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>B.8.8 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, and with good posture, good playing position, and good breath, bow, or stick control</p> <p>B.8.9 Perform, with expression and technical accuracy on a band or orchestral instrument, a repertoire of instrumental literature with a level of difficulty of three on a scale of one to six*</p> <p>B.8.10 Perform music representing diverse genres and cultures, with appropriate expression and style*</p> <p>B.8.11 Play by ear simple melodies on a band or orchestral instrument</p>	<p>Play with good tone and technique</p> <ul style="list-style-type: none"> • Demonstrate correct fingering technique in High 3 and Low 1 finger patterns • Perform open string double stops 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>
	<p>Perform necessary rhythms</p> <ul style="list-style-type: none"> • Perform music containing the following notes and rests: dotted quarter and eighth 	
	<p>Can perform in necessary keys and time signatures</p> <ul style="list-style-type: none"> • Perform one octave C G & D major scales at quarter = 100 • Perform one octave E and A minor scales at quarter = 100 	
	<p>Understand terms required in music</p>	
	<p>Perform a variety of music with an ensemble</p> <ul style="list-style-type: none"> • Perform grade level 2 music • Perform music in a variety of styles and periods of composition • Demonstrate self/group confidence, discipline and accepted performance decorum • Participate in solo, ensemble and large group performances at school and in the community 	

Seventh Grade Orchestra Content Standards: Create Improvisation and Composition

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>C.8.7 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic* melodies, blues melodies, and melodies in major and/or minor keys</p> <p>C.8.8 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality</p> <p>D.8.8 Compose short pieces within specific guidelines, demonstrating use of the elements of music</p> <p>D.8.9 Arrange simple pieces for two or more instruments from a concert key, demonstrating spacing of voices and balance</p> <p>D.8.10 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging</p>	<p>Improvise music</p> <ul style="list-style-type: none"> • Improvise melodies <p>Compose music</p> <ul style="list-style-type: none"> • Complete musical line of a given piece of music • Fill in missing notes of a song • Compose short pieces within specific guidelines, demonstrating use of the elements of music 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>

Seventh Grade Orchestra Content Standards: Literacy Reading and Notating

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/ Assessment
<p>E.8.9 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 3/8, and alla breve (2/2) meter signatures</p> <p>E.8.10 Sight-read simple melodies in the treble and/or bass clefs</p> <p>E.8.11 Identify and define standard notation symbols for pitch, rhythm, dynamic, tempo, articulation, and expression</p> <p>E.8.12 Use standard notation to record their musical ideas and the musical ideas of others</p> <p>E.8.13 Sight-read, accurately and expressively, music with a level of difficulty of two on a scale of one to six*</p>	<p>Read music</p> <ul style="list-style-type: none"> • Interpret and count (orally and written) given rhythms from grade 2 music using 1&2& counting system • Perform music containing first & second endings, D.C., D.S., codas • Perform at sight Grade Level 1 music and demonstrate correct rhythm, bowing and fingering patterns in the given music <p>Identify and define terms and notation</p> <ul style="list-style-type: none"> • Identify and notate some of the following interpretive symbols: Accents, marcato, staccato, tenuto, dynamic markings, crescendo and decrescendo • Identify and notate all pitches of their instruments staff • Identify the five elements of music (melody, harmony, rhythm, form and timbre) • Interpret and perform dynamic changes as indicated in given music selections • Interpret given tempo markings and alterations as indicated in music selections • Demonstrate appropriate articulation patterns as required by music selections • Describe given musical terms used in music being studied • Describe basic form of all music being studied • Write/spell scales in the following major keys: C, G, D • Write/spell scales in the following minor keys: A and E 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>

Seventh Grade Orchestra Content Standards: Response Analysis and Evaluation

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>F.8.8 Listen to and describe specific music events in a given example, using appropriate terminology</p> <p>F.8.9 Listen to and analyze the uses of the elements of music in examples representing diverse genres and cultures</p> <p>F.8.10 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</p> <p>G.8.5 & G.8.6</p>	<p>Analyze and describe music</p> <ul style="list-style-type: none"> Identify correct performance of 4/4, 3/4, 2/4 meters Visually identify and diagram conducting patterns for the following meters: 4/4, 3/4, 2/4 Aurally discriminate among various instrumental timbres Listen to and describe specific music events in a given example, using appropriate terminology 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>
	<p>Evaluate music</p> <ul style="list-style-type: none"> Evaluate (in written form) his/her individual and/or group performance/rehearsals 	

Seventh Grade Orchestra Content Standards: Connections The Arts and History and Culture

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>H.8.7 Compare how the characteristic media of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art</p> <p>H.8.8 Compare the terminology and contrasting definitions of various elements in each of two or more arts</p> <p>H.8.9 Describe ways in which the principles and subject matter of other school disciplines interrelate with those of music</p> <p>I.8.7 I.8.8 I.8.9</p>	<p>Compare music and art of different cultures</p> <ul style="list-style-type: none"> Study the creation and re-creation of music through individual, small and large group performances Attend live and/or videotaped performances by professional players Identify major periods in the history of Western European music Describe ways in which the principles and subject matter of other school disciplines interrelate with those Select and listen to recordings of quality music 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>

8th GRADE ORCHESTRA

Developers: Music Committee

Development Date: 2009-10

Instructional Level: Middle School

Description:

In the third year of orchestra instruction, advanced scales and technical studies are combined with more advanced literature. Chamber music, and jazz study are all continued, as are other occasional performance opportunities in the school and community. The orchestra meets every other day throughout the school year. Orchestra students will be involved in two-three evening concert programs per year. Attendance and performance at these concerts is a required part of the course. Various other performances and activities may happen throughout the year. Individual/small group lessons continue once every week for twenty minutes each.

The materials and resources for this course were chosen based on the two selection questions of the CMP Model: What concepts of music or period of time do the materials and resources represent? (Essential Repertoire) and/or what concepts of music, level of difficulty, and standards do the materials and resources cover? (Essential Musicianship). The course was developed to answer the following questions:

- **What do students need to know?** *Students need to an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards).*
- **How will students learn?** *Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.*
- **How will they as students, and we as educators, know they are learning?** *Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.*

Essential Learning Outcomes:

- Play with good tone and technique.
- Perform necessary rhythms.
- Perform in necessary keys and time signatures.
- Understand terms required in music.
- Perform a variety of music with an ensemble.
- Improvise and compose music.
- Create harmonies by choosing specific notes of a given chord(s).
- Read, analyze, evaluate, and describe music.
- Identify and define terms and standard notation.
- Write D and G major scales using whole, half, quarter and eighth notes
- Compare music and art of different cultures.

Eighth Grade Orchestra Content Standards: Performance Singing and Instrumental

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>B.8.8 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, and with good posture, good playing position, and good breath, bow, or stick control</p> <p>B.8.9 Perform, with expression and technical accuracy on a band or orchestral instrument, a repertoire of instrumental literature with a level of difficulty of three on a scale of one to six*</p> <p>B.8.10 Perform music representing diverse genres and cultures, with appropriate expression and style*</p> <p>B.8.11 Play by ear simple melodies on a band or orchestral instrument</p>	<p>Play with good tone and technique</p> <ul style="list-style-type: none"> • Demonstrate all performance objectives from sixth and seventh grade • Demonstrate a tone quality characteristic of the instrument • Demonstrate appropriate care and proper tuning of instrument • Demonstrate third position • Demonstrate forward extension(cello) • Demonstrate the ability to play easy fingered double stops • Match pitch to a standard given note in the practical range of the instrument 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>
	<p>Perform necessary rhythms</p> <ul style="list-style-type: none"> • Perform music containing the following notes and rests: dotted eighth, sixteenth and triplets 	
	<p>Can perform in necessary keys and time signatures</p> <ul style="list-style-type: none"> • Perform Major scales to 3 sharps and 2 flats over practical range of instrument at mm. quarter = 100 • Perform minor scales to 2 sharps and 1 flat in all forms (natural, harmonic and melodic) • Perform chromatic scale from lowest note through third position at mm. quarter = 100 • Perform music selections containing the following meters: 4/4, 2/2, 3/4, 2/4, 6/8 	
	<p>Understand terms required in music</p> <ul style="list-style-type: none"> • Identify standard preparatory conducting beats, release motions, entrance cues, and expressive gestures • Perform basic conducting patterns in 2/4, 3/4, 4/4 and 6/8 meters 	
	<p>Perform a variety of music with an ensemble</p> <ul style="list-style-type: none"> • Perform music from the following compositional periods: Baroque, classical, romantic • Perform music at Grade Level 3 • Perform with other instrumentalists to achieve a refined ensemble sound including volume, timbre, balance and blend • Demonstrate self/group confidence, discipline and accepted performance decorum • Participate in solo, ensemble and large group performances at school and in the community 	

Eighth Grade Orchestra Content Standards: Create Improvisation and Composition

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>C.8.7 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic* melodies, blues melodies, and melodies in major and/or minor keys</p> <p>C.8.8 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality</p> <p>D.8.8 Compose short pieces within specific guidelines, demonstrating use of the elements of music</p> <p>D.8.9 Arrange simple pieces for two or more instruments from a concert key, demonstrating spacing of voices and balance</p> <p>D.8.10 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging</p>	<p>Improvise music</p> <ul style="list-style-type: none"> • Play variations on short melodies • Play familiar music by ear given the starting note 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>
	<p>Create harmonies by choosing specific notes of a given chord(s)</p> <ul style="list-style-type: none"> • Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies, blues melodies, and melodies in major and/or minor keys 	
	<p>Compose music</p> <ul style="list-style-type: none"> • Compose short pieces within specific guidelines, demonstrating use of the elements of music • Arrange simple pieces for two or more instruments from a concert key, demonstrating spacing of voices and balance • Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging 	

Eighth Grade Orchestra Content Standards: Literacy Reading and Notating

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/ Assessment
<p>E.8.9 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 3/8, and alla breve (2/2) meter signatures</p> <p>E.8.10 Sight-read simple melodies in the treble and/or bass clefs</p> <p>E.8.11 Identify and define standard notation symbols for pitch, rhythm, dynamic, tempo, articulation, and expression</p> <p>E.8.12 Use standard notation to record their musical ideas and the musical ideas of others</p> <p>E.8.13 Sight-read, accurately and expressively, music with a level of difficulty of two on a scale of one to six*</p>	<p>Read music</p> <ul style="list-style-type: none"> • Interpret and count (orally and in written form) given rhythms from Grade Level 3 music using the 1&2& etc. counting system • Interpret and perform at sight, music at the Grade 2 level • Demonstrate legato, tenuto, staccato, and marcato articulation and bowing patterns as required by a music selection 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off</p>
	<p>Identify and define terms and notation</p> <ul style="list-style-type: none"> • Identify and notate the following interpretive symbols: accents, marcato, staccato, tenuto, dynamic markings, crescendo and decrescendo • Identify and notate all pitches on grand staff • Identify aurally and visually, key changes in a given composition • Identify and describe the five elements of music (melody, harmony, rhythm, form and timbre) • Interpret and perform dynamic changes as indicated in given music selections • Interpret given tempo markings and alterations as indicated in music selections • Describe given musical terms used in music being studied • Describe the following meters by the number of beats per measure and the beat unit: 2/2, 6/8, 3/8 • Visually identify and diagram conducting patterns for the following meters: 4/4, 3/4, 2/4, 2/2, 6/8 • Describe the basic form of all music being studied • Identify the order of sharps and flats in a key signature • Interpret and write key signatures for major and minor keys • Write/spell scale and key signature in the following major keys: C, G, D, F, Bb and A • Write/spell scale and key signature in all forms of the following minor keys: A, D, E 	<p>Recorded Assessment Self Assessment</p>

Eighth Grade Orchestra Content Standards: Response Analysis and Evaluation

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>F.8.8 Listen to and describe specific music events in a given example, using appropriate terminology</p> <p>F.8.9 Listen to and analyze the uses of the elements of music in examples representing diverse genres and cultures</p> <p>F.8.10 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</p> <p>G.8.5 & G.8.6</p>	<p>Analyze and describe music</p> <ul style="list-style-type: none"> Identify correct performance of 4/4, 2/2, 3/4, 2/4, 6/8, 3/8 meters Identify articulation patterns Listen to and describe specific music events in a given example, using appropriate terminology Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music Aurally discriminate among various instrumental timbres <p>Evaluate music</p> <ul style="list-style-type: none"> Evaluate musical performances (written) using the elements of music Develop criteria for evaluating the quality and effectiveness of a performance Evaluate (in written form) his/her individual and or group performance/rehearsals using established criteria 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>

Eighth Grade Orchestra Content Standards: Connections The Arts and History and Culture

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>H.8.7 Compare how the characteristic media of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art</p> <p>H.8.8 Compare the terminology and contrasting definitions of various elements in each of two or more arts</p> <p>H.8.9 Describe ways in which the principles and subject matter of other school disciplines interrelate with those of music</p> <p>I.8.7 I.8.8 I.8.9</p>	<p>Compare music and art of different cultures</p> <ul style="list-style-type: none"> Observe and describe live and/or videotaped performances by professional players Study the creation and re-creation of music through individual, small and large group performances Select and listen to recordings of quality music Attend live and/or videotaped performances by professional players Describe distinguishing characteristics of representative music genres and styles from a variety of cultures Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of musical works, and explain the characteristics that make each work exemplary Compare in several cultures of the world including their own, functions music serves, roles of musicians, and conditions under which music is typically created and performed Describe ways in the matter other school disciplines interrelate with music 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>

6th-8th CHOIR

Developers: Music Committee

Development Date: 2009-10

Instructional Level: Middle School

The School District of Holmen music teachers have chosen the “Comprehensive Musicianship Through Performance” or “CMP” process (Figure 1A/1B) to implement the comprehensive sequential music curriculum based on Wisconsin’s Model Academic Standards for Music. The Wisconsin “CMP” project was initiated through WMEA and WSMA to promote “performance with understanding” in the performance ensemble setting. In the resource book “Planning Curriculum in Music”, circulated by the Wisconsin Public Department of Public Instruction, it is stated that this model of instruction/assessment offers a structure for the teacher to organize a plan for rehearsing, sharing musical understandings, and including the students in the learning process.

This guide also emphasizes the importance of addressing the following three questions when writing a state standards based music curriculum:

- 1) What do students need to know?
- 2) How will students learn?
- 3) How will they as students, and we as educators, know they are learning?

The Holmen Middle School vocal music curriculum responds to the above questions in the following way:

- 1) Students need an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards). (“Comprehensive Musicianship”- Figure 2&3)
- 2) Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes. (“Through the Performance of Essential Musicianship Literature and Essential Repertoire Literature in 6th, 7th & 8th grade choirs”- Figure 4)
- 3) Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching strategies. (Figure 5)

The “Curriculum Map” (Figure 6) presents an overview of the Holmen Middle School vocal music sequential curriculum plan .

This graph provides the term timelines for a year-long course of teaching/learning action and the alignment of the teaching strategies, essential learner outcomes, and assessments to the elements of music and the state standards.

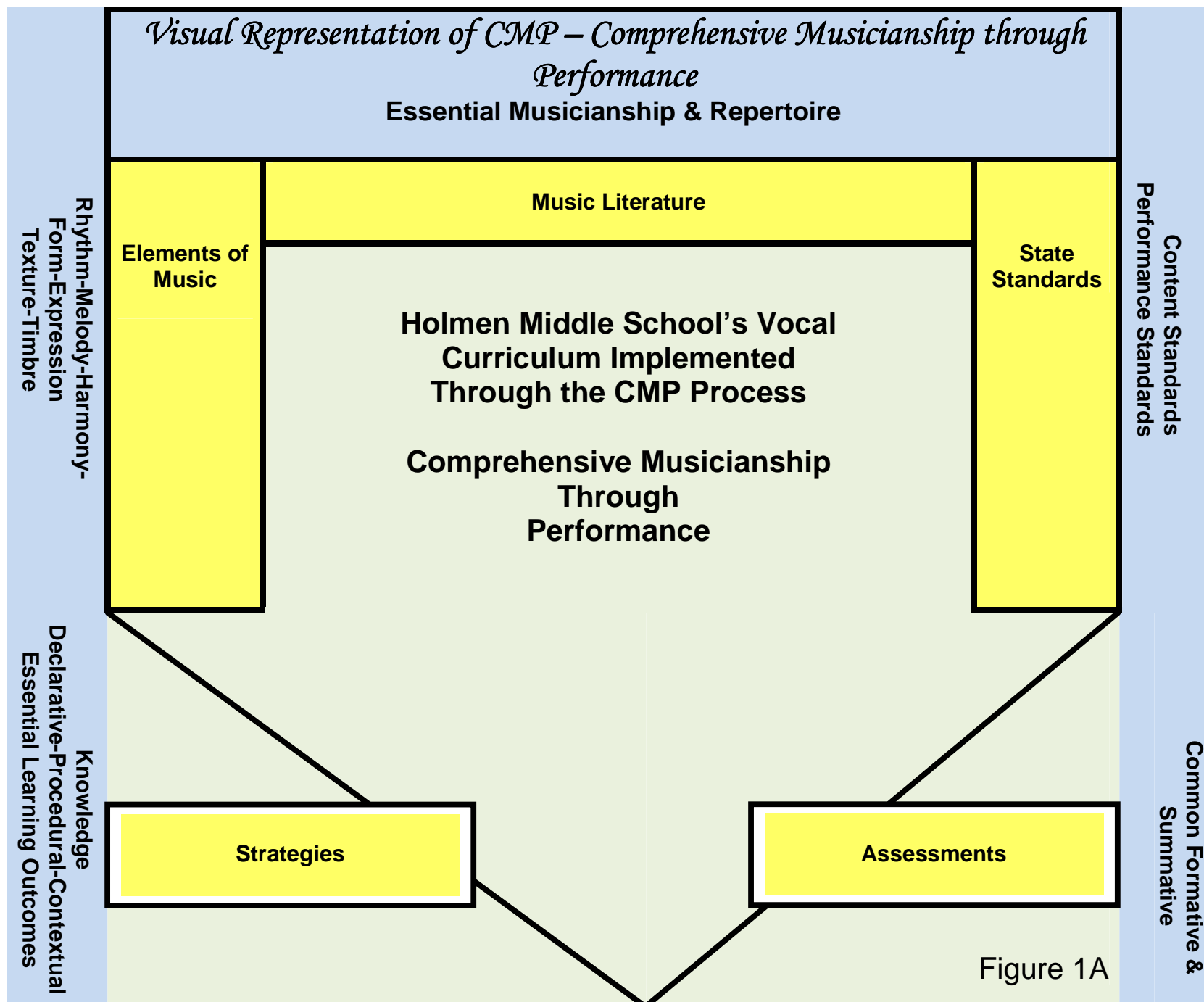
The “Curriculum Plan” (Figures 6-1 thru 6-4) expands the teaching strategy component of the graph by including the next step in the curriculum sequence which is the development of material content and strategies of instruction

Essential Learning Outcomes:

Students will apply gained knowledge of the music fundamentals to the following teaching strategies:

- **Large Group Literature “Elements of Music” Study**
- **Large Group Rehearsal**
- **Individual/Small Group Voice Lessons**

Students will apply gained knowledge of the music fundamentals through performing and responding to music.



CMP PROCESS
Holmen Middle School Vocal Music Students
Expand their
Comprehensive
Musicianship
Through

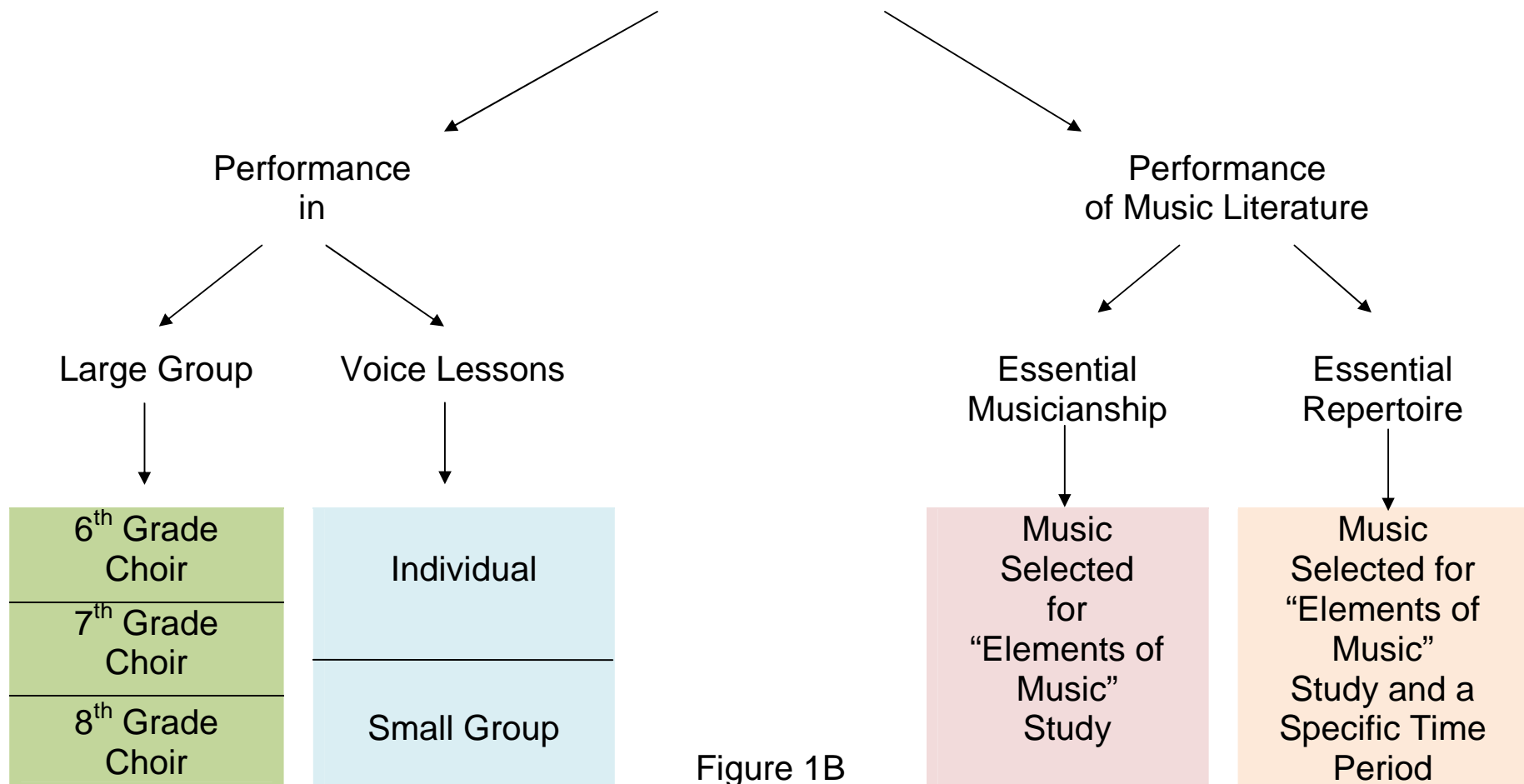


Figure 1B

WHAT STUDENTS NEED TO KNOW IN 6TH, 7TH, AND 8TH GRADE CHOIRS AND INDIVIDUAL/SMALL GROUP LESSONS

Elements of Music	State Content Standard	State Performance Standard
1) Rhythm 2) Melody 3) Harmony 4) Form 5) Expression 6) Texture 7) TImbre	<u>Performance</u> A: Singing _____→ B: Instrumental _____→	A.8.5-A.8.8 B.8.5-B.8.7
	<u>Creativity</u> C: Improvisation _____→ D: Composition _____→	C.8.4-C.8.6 D.8.4-D.8.7
	<u>Literacy</u> E: Reading and Notating _____→	E.8.5-E.8.8
	<u>Response</u> F: Analysis _____→ G: Evaluation _____→	F.8.4-F.8.7 G.8.3-G.8.4
	<u>Connections</u> H: The Arts _____→ I: History and Culture _____→	H.8.4-H.8.6 I.8-4-I.8.6
(see Figure 3 for the WI Content and Performance Standards for Learning in Music)		

The State Standards B, C, D, and H are addressed in General Music.

Figure 2

Wisconsin's Model Academic Standards for Music

These content and performance standards are addressed in 6th, 7th, and 8th Choir classes

<p>Content Standard A: Singing Performance Standard, Middle Level Choral Classes A.8.5 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles A.8.6 Sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of three on a scale of one to six,* including some songs performed from memory A.8.7 Sing music written in two, three, and four parts A.8.8 Sing music representing diverse genres and cultures, with expression appropriate for the music</p> <p>Content Standard B: Instrumental Performance Standard, Middle Level Choral Classes B.8.5 Play accurately and independently on a classroom instrument, alone and in small and large ensembles B.8.6 Play music representing diverse genres and cultures, with expression appropriate for the music B.8.7 Play simple melodies and accompaniments on an instrument</p> <p>Content Standard C: Improvisation Performance Standard, Middle Level Choral Classes C.8.4 Improvise simple harmonic accompaniments C.8.5 Improvise simple rhythmic variations and simple melodic embellishments on given pentatonic* melodies and melodies in major keys C.8.6 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality</p> <p>Content Standard D: Composition Performance Standard, Middle Level Choral Classes D.8.4 Compose short pieces within specified guidelines, demonstrating the use of the elements of music D.8.5 Arrange simple pieces for voices and instruments other than those for which the pieces were written D.8.6 Use traditional or nontraditional notation to represent compositions or arrangements D.8.7 Use a variety of sound sources and electronic media when composing and arranging</p> <p>Content Standard E: Reading and Notating Performance Standard, Middle Level Choral Classes E.8.5 Read notation sufficiently to perform simple melodies or rhythms accurately after practice Use a system (syllables, numbers, or letters) to sight-read simple melodies in both the treble and bass clefs, accurately and expressively, with a level of difficulty of two on a scale of one to six* E.8.7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression E.8.8 Use standard notation to record musical ideas</p>	<p>Content Standard F: Analysis Performance Standard, Middle Level Choral Classes F.8.4 Identify and discuss commonly used musical forms (such as AB [binary] and ABA [ternary], rondo, theme and variations, and fugue) F.8.5 Listen to and describe specific music events in a given example, using appropriate terminology F.8.6 Analyze the uses of elements of music upon listening to given examples representing diverse genres and cultures F.8.7 Identify and describe stylistic elements heard in folk, popular, and nonwestern music</p> <p>Content Standard G: Evaluation Performance Standard, Middle Level Choral Classes G.8.3 Know specific criteria that affect the quality and effectiveness of musical performances and compositions G.8.4 Evaluate the quality and effectiveness of their own and others' performances and offer constructive suggestions for improvement</p> <p>Content Standard H: The Arts Performance Standard, Middle Level Choral Classes H.8.4 Compare how the characteristic materials of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art H.8.5 Describe ways in which the principles and subject matter of other school disciplines interrelate with those of music H.8.6 Compare the terminology and contrasting definitions of various elements in each of two or more arts</p> <p>Content Standard I: History and Culture Performance Standard, Middle Level Choral Classes I.8.4 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures I.8.5 Compare and classify exemplary musical works by genre, style, historical period, composer, and title I.8.6 Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically created and performed</p>
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Figure 3

HOW STUDENTS WILL LEARN IN 6TH, 7TH, AND 8TH GRADE CHOIRS AND INDIVIDUAL/SMALL GROUP LESSONS

	TEACHING STRATEGIES	ESSENTIAL LEARNING OUTCOMES
Declarative Knowledge (Foundation of Music)	1 – Music Fundamentals	A) Acquisition of Knowledge Students will achieve a higher level of music appreciation, skill achievement, and music independence by expanding their music foundation
Procedural/Contextual Knowledge (Applied Music)	2 – Large Group Literature “Elements of Music” Study 3 – Large Group Rehearsal 4 – Individual/Small Group Voice Lessons	B) Using Declarative Knowledge Appropriately Students will develop and demonstrate their basic understandings through the three modes of musical learning: <ul style="list-style-type: none"> • Performing • Creating • Responding

Figure 4

HOW TO MEASURE STUDENT ACHIEVEMENT IN 6TH, 7TH, AND 8TH GRADE CHOIRS AND INDIVIDUAL/SMALL GROUP LESSONS

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
F1 Short Answer Quiz F2 Projects and Performance A) Checklists B) Rubrics	S Performance Rubrics A) Voice B) District Solo/Ensemble Festival C) State Solo/Ensemble Festival D) Large Group Festival/Clinic E) Concert

Figure 5

CURRICULUM MAP OVERVIEW OF FIGURES 2-5

TEACHING STRATEGY	ELO	TERM	ELEMENTS OF MUSIC	CONTENT STANDARD	PERFORMANCE STANDARD	ASSESSMENTS AND TERM	
						Formative	Summative
<u>DECLARATIVE KNOWLEDGE (FOUNDATION OF MUSIC)</u>							
1. Music Fundamentals	A	1-4	1-7	E F G I	8.7 8.4 8.7 8.3 8.4 8.5	F-1 Term 1-4	--
<u>PROCEDURAL/CONTEXTUAL KNOWLEDGE (APPLIED MUSIC)</u>							
2. Large Group Literature “Elements of Music” Study	A-B	1-4	1-7	E F G I	8.7 8.4 8.7 8.3 8.4 8.5	F-2A Term 1-4	--
3. Large Group Rehearsal	A-B	1-4	1-7	A E G	8.5, 8.6, 8.7, 8.8 8.5 8.7 8.3 8.4	F-2A F-2B Term 1-4	S-D Term 3 S-E Term 2-4
4. Individual/ Small Group Voice Lessons	A-B	1-4	1-7	A E G	8.5, 8.6, 8.7, 8.8 8.5 8.5 8.3 8.4	F-2A F-2B Term 1-4	S-A Term 1-4 S-B Term 3 S-C Term 4

CURRICULUM PLAN

TEACHING STRATEGY: MUSIC FUNDAMENTALS

LARGE GROUP – 6TH, 7TH, & 8TH GRADE CHOIRS

Content Standard E: Reading and Notating Performance Standard, Middle Level Choral Classes E.8.7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	<table><tr><td>X</td><td>Rhythm</td></tr><tr><td>X</td><td>Melody</td></tr><tr><td>X</td><td>Harmony</td></tr><tr><td>X</td><td>Form</td></tr><tr><td>X</td><td>Expression</td></tr><tr><td>X</td><td>Texture</td></tr><tr><td>X</td><td>Timbre</td></tr></table>	X	Rhythm	X	Melody	X	Harmony	X	Form	X	Expression	X	Texture	X	Timbre	<table><tr><td>X</td><td>Term One</td></tr><tr><td>X</td><td>Term Two</td></tr><tr><td>X</td><td>Term Three</td></tr><tr><td>X</td><td>Term Four</td></tr></table>	X	Term One	X	Term Two	X	Term Three	X	Term Four
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Content Standard F: Analysis Performance Standard, Middle Level Choral Classes F.8.4 Identify and discuss commonly used musical forms (such as AB [binary] and ABA [ternary], rondo, theme and variations, and fugue) F.8.7 Identify and describe stylistic elements heard in folk, popular, and nonwestern music																								
Content Standard G: Evaluation Performance Standard, Middle Level Choral Classes G.8.3 Know specific criteria that affect the quality and effectiveness of musical performances and compositions G.8.4 Evaluate the quality and effectiveness of their own and others' performances and offer constructive suggestions for improvement	Strategy Content The "Music Fundamentals" study outline will include the following components: <ul style="list-style-type: none">• Elements of Music• Music Dictionary	Strategy Action All components of this student will be related to examples of Essential Musicianship and Essential Repertoire large group vocal music literature.																						
Content Standard I: History and Culture Performance Standard, Middle Level Choral Classes I.8.4 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures I.8.5 Compare and classify exemplary musical works by genre, style, historical period, composer, and title I.8.6 Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically created and performed	Assessment Quiz	Essential Learning Outcome Students will apply gained knowledge of the music fundamentals to the following teaching strategies: <ul style="list-style-type: none">• Large Group Literature "Elements of Music" Study• Large Group Rehearsal• Individual/Small Group Voice Lessons																						

Figure 6-1

CURRICULUM PLAN

TEACHING STRATEGY: LARGE GROUP LITERATURE

LARGE GROUP – 6TH, 7TH, & 8TH GRADE CHOIRS

Content Standard E: Reading and Notating Performance Standard, Middle Level Choral Classes E.8.7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	Content Standard F: Analysis Performance Standard, Middle Level Choral Classes F.8.4 Identify and discuss commonly used musical forms (such as AB [binary] and ABA [ternary], rondo, theme and variations, and fugue) F.8.7 Identify and describe stylistic elements heard in folk, popular, and nonwestern music	Content Standard G: Evaluation Performance Standard, Middle Level Choral Classes G.8.3 Know specific criteria that affect the quality and effectiveness of musical performances and compositions G.8.4 Evaluate the quality and effectiveness of their own and others' performances and offer constructive suggestions for improvement	Content Standard I: History and Culture Performance Standard, Middle Level Choral Classes I.8.4 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures I.8.5 Compare and classify exemplary musical works by genre, style, historical period, composer, and title	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td>X</td><td>Rhythm</td></tr><tr><td>X</td><td>Melody</td></tr><tr><td>X</td><td>Harmony</td></tr><tr><td>X</td><td>Form</td></tr><tr><td>X</td><td>Expression</td></tr><tr><td>X</td><td>Texture</td></tr><tr><td>X</td><td>Timbre</td></tr></table>	Elements of Music		X	Rhythm	X	Melody	X	Harmony	X	Form	X	Expression	X	Texture	X	Timbre	<table><tr><th colspan="2">Time Frame</th></tr><tr><td>X</td><td>Term One</td></tr><tr><td>X</td><td>Term Two</td></tr><tr><td>X</td><td>Term Three</td></tr><tr><td>X</td><td>Term Four</td></tr></table>	Time Frame		X	Term One	X	Term Two	X	Term Three	X	Term Four
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Strategy Content Large group Essential Musicianship and Essential Repertoire vocal music literature is selected for the study of the music elements.				Strategy Action This action plan is the study of the large group festival literature.																											
Assessment Completion checklist				Essential Learning Outcome Students will apply gained knowledge of the music fundamentals through performing and responding to music.																											

Figure 6-2

CURRICULUM PLAN

TEACHING STRATEGY: LARGE GROUP REHEARSAL

LARGE GROUP – 6TH, 7TH, & 8TH GRADE CHOIRS

Content Standard A: Singing Performance Standard, Middle Level Choral Classes A.8.5 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles A.8.6 Sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of three on a scale of one to six,* including some songs performed from memory A.8.7 Sing music written in two, three, and four parts A.8.8 Sing music representing diverse genres and cultures, with expression appropriate for the music	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td>X</td><td>Rhythm</td></tr><tr><td>X</td><td>Melody</td></tr><tr><td>X</td><td>Harmony</td></tr><tr><td>X</td><td>Form</td></tr><tr><td>X</td><td>Expression</td></tr><tr><td>X</td><td>Texture</td></tr><tr><td>X</td><td>Timbre</td></tr></table>	Elements of Music		X	Rhythm	X	Melody	X	Harmony	X	Form	X	Expression	X	Texture	X	Timbre	<table><tr><th colspan="2">Time Frame</th></tr><tr><td>X</td><td>Term One</td></tr><tr><td>X</td><td>Term Two</td></tr><tr><td>X</td><td>Term Three</td></tr><tr><td>X</td><td>Term Four</td></tr></table>	Time Frame		X	Term One	X	Term Two	X	Term Three	X	Term Four
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Content Standard E: Reading and Notating Performance Standard, Middle Level Choral Classes E.8.5 Read notation sufficiently to perform simple melodies or rhythms accurately after practice. E.8.7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	Strategy Content <ul style="list-style-type: none">• Essential Musicianship literature• Essential Repertoire literature	Strategy Action 6 th , 7 th , & 8 th grade choir members will prepare literature for the following performances: <ul style="list-style-type: none">• Veterans Day Program• Holiday Concert• Mid-Winter Concert• Spring Concert																										
	Content Standard G: Evaluation Performance Standard, Middle Level Choral Classes G.8.3 Know specific criteria that affect the quality and effectiveness of musical performances and compositions G.8.4 Evaluate the quality and effectiveness of their own and others' performances and offer constructive suggestions for improvement	Assessment Checklist <ul style="list-style-type: none">• Rehearsal technique• Performance attendance/etiquette Completion Checklist <ul style="list-style-type: none">• Rehearsal• Performance	Essential Learning Outcome Students will apply gained knowledge of the music fundamentals through performing and responding to music.																									

Figure 6-3

CURRICULUM PLAN

TEACHING STRATEGY: INDIVIDUAL/SMALL GROUP VOICE LESSONS

6TH, 7TH, & 8TH GRADE CHOIRS

<p>Content Standard A: Singing Performance Standard, Middle Level Choral Classes A.8.5 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles A.8.6 Sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of three on a scale of one to six,* including some songs performed from memory A.8.7 Sing music written in two, three, and four parts A.8.8 Sing music representing diverse genres and cultures, with expression appropriate for the music</p> <p>Content Standard E: Reading and Notating Performance Standard, Middle Level Choral Classes E.8.5 Read notation sufficiently to perform simple melodies or rhythms accurately after practice. E.8.7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>Content Standard G: Evaluation Performance Standard, Middle Level Choral Classes G.8.3 Know specific criteria that affect the quality and effectiveness of musical performances and compositions G.8.4 Evaluate the quality and effectiveness of their own and others performances and offer constructive suggestions for improvement</p>	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td>X</td><td>Rhythm</td></tr><tr><td>X</td><td>Melody</td></tr><tr><td>X</td><td>Harmony</td></tr><tr><td>X</td><td>Form</td></tr><tr><td>X</td><td>Expression</td></tr><tr><td>X</td><td>Texture</td></tr><tr><td>X</td><td>Timbre</td></tr></table>	Elements of Music		X	Rhythm	X	Melody	X	Harmony	X	Form	X	Expression	X	Texture	X	Timbre	<table><tr><th colspan="2">Time Frame</th></tr><tr><td>X</td><td>Term One</td></tr><tr><td>X</td><td>Term Two</td></tr><tr><td>X</td><td>Term Three</td></tr><tr><td>X</td><td>Term Four</td></tr></table>	Time Frame		X	Term One	X	Term Two	X	Term Three	X	Term Four
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X	Term Four																											
	<p>Strategy Content</p> <ul style="list-style-type: none">• Essential Musicianship literature• Essential Repertoire literature	<p>Strategy Action</p> <p>7th & 8th grade choir members will participate in one lesson per six day cycle.</p>																										
	<p>Assessment</p> <p>Checklist</p> <ul style="list-style-type: none">• Participation• Vocal technique <p>Rubric</p> <ul style="list-style-type: none">• Rehearsal• Performance	<p>Essential Learning Outcome</p> <p>Students will apply gained knowledge of the music fundamentals through performing and responding to music.</p>																										

Figure 6-4

Instructional Strategies and Assessment Information

Curriculum and assessment are connected by the teaching and learning that takes place day to day and year to year. The improvement of integrated language arts achievement for all students requires effective teaching in all classrooms. Effective teaching means that students use a variety of processes to deepen their understanding, engage in thoughtful conversations and reflection, and connect previous learning and strategies to new knowledge. These processes on the following pages will be used in classrooms across the District.

Vocabulary Instruction

A SIX-STEP PROCESS FOR TEACHING ACADEMIC VOCABULARY

1. Provide a description, explanation or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the term or phrase.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

Source: *Building Academic Vocabulary, Marzano and Pickering, ASCD, 2005.*

Grade 6-8 Common Assessments

Assessment, both formative and summative, provides evidence of what students know and are able to do as defined in the curriculum. Progress Monitoring—a systematic process by which student performance data are frequently and repeatedly collected and analyzed—helps to identify whether students are meeting the expectations and what will be the course of action if they are not meeting them. The following assessment plan outlines the present 6-8 common assessment plan. This is a work in progress. See Appendix F for sample common assessments.

Grade Level	Assessment
6	General Music Elements of Music (Teaching Framework) Worksheets/Puzzles: Peer assessment / Assessment of Knowledge Composition: Peer assessment / Assessment rubric of Knowledge / Performance Rubric of Skills Vocal range: Self assessment Ear training: Drills and melodic/rhythmic dictation / Assessment of Knowledge
7	World Music Drumming Worksheets: Assessment of Knowledge Performance: Self assessment / peer assessment / Observation Performance: Group assessment rubrics of Skills
8	Music Through Time Describing musical examples: Peer assessment Written test matching terms: Assessment of Knowledge Listening test matching musical examples: Assessment of Knowledge Careers in Music and American Popular Music Worksheets: Peer assessment / Assessment of Knowledge Written test / matching terms: Assessment of Knowledge Projects and presentations relating to careers in music or various styles and artists of American Pop Music: Peer assessment / Grading Rubric of Knowledge

Middle School Instructional Strategies and Assessment Information

Curriculum and assessment are connected by the teaching and learning that takes place day to day and year to year. The improvement of social studies achievement for all students requires effective teaching in all classrooms. Effective teaching means that students use a variety of processes to deepen their understanding, engage in thoughtful conversations and reflection, and connect previous learning and strategies to new knowledge. These processes on the following pages will be used in classrooms across the District.

Vocabulary Instruction

A SIX-STEP PROCESS FOR TEACHING ACADEMIC VOCABULARY

7. Provide a description, explanation or example of the new term.
8. Ask students to restate the description, explanation, or example in their own words.
9. Ask students to construct a picture, symbol, or graphic representing the term or phrase.
10. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
11. Periodically ask students to discuss the terms with one another.
12. Involve students periodically in games that allow them to play with terms.

Source: *Building Academic Vocabulary, Marzano and Pickering, ASCD, 2005.*

Holmen High School

Current Program Description of Music

Vocal Music: The 9-12 vocal music program meets current Wisconsin State Standards through performing groups and keyboard/theory courses. The emphasis of Keyboard/ Theory I will be the study of the musical concepts, rhythm, melody, and harmony through the application skills of playing, sight-singing, and ear training. This course will form the knowledge base to enable students to focus on a high appreciation of music through improvising, composing, arranging, analyzing, describing, and evaluating music in Keyboard/Theory II.

Concert Choir will perform a variety of music at scheduled concerts and events throughout the school year. This group also participates at District Large Group Festival. All Concert Choir members are encouraged to perform at District and State solo/Ensemble Festival.

Show Choir and Vocal Jazz are groups that are offered as after school activities. Both groups are auditioned and perform at concerts, festivals, and competitions.



Instrumental Music: The 9-12 instrumental music program meets current Wisconsin State Standards through performing groups consisting of orchestra, marching, concert, jazz, and pep band, small ensembles, sectionals, individual lessons, and music theory courses. Performance of music to develop the concepts of proper tone production, note reading ability, balance within an ensemble, musical term comprehension, proper playing techniques, and playing in the appropriate style will be stressed in the performing groups. An understanding of notation, harmony, melodic development, composition techniques, use of musical symbols, improvisation skills and arranging techniques will be emphasized in the Music Theory courses.

Marching band performs at several local parades, community celebrations, and for football games. Pep band performs for pep rallies and basketball games. Concert band and orchestra perform two to three concerts a year in addition to participating in the Wisconsin Large Group Festival. Jazz band performs several concerts, participates in the Wisconsin Solo and Ensemble Contest and also jazz festivals. Individuals have the opportunity to perform a solo or participate in small ensembles for the Wisconsin Solo and Ensemble Contest.

Comprehensive Musicianship through Performance (CMP)

The Comprehensive Musicianship through Performance Project (CMP) was initiated in Wisconsin in 1977 as a means of assisting teachers with the development of “performance with understanding” in school music programs. In the CMP process, students develop an understanding of musical concepts such as expression, melody, rhythm, harmony, texture, timbre, and form by being involved in a variety of roles including performing, improvising, composing, transcribing, arranging, conducting, rehearsing, and analyzing music.

In the designing a teaching plan for a piece of music, music educators examine the five points of the CMP model: music selection, assessment, classroom strategies, outcomes for student learning, and analysis of the piece. Music educators begin planning from the point that best serves the needs of the students. This model offers a structure for the teacher to organize a thorough plan for rehearsing, sharing musical understandings, and including the student in the learning process.

The CMP research indicated that “in order to have an impact on musical behavior, there must be a planned effort by the teacher to enrich the performing experience with additional kinds of musical understanding.” The need is even more critical today in view of the emphasis on standards-based education and the call for verification of the developmental effects of music learning.

The CMP Steering Committee continues to refine the process and has joint sponsorship by three state-level agencies: The Wisconsin School Music Association, the Wisconsin Music Educators Association, and the Wisconsin Department of Public Instruction.

In the School District of Holmen the CMP Model Consists of Five Major Elements:

11. Essential Music Selection Question:

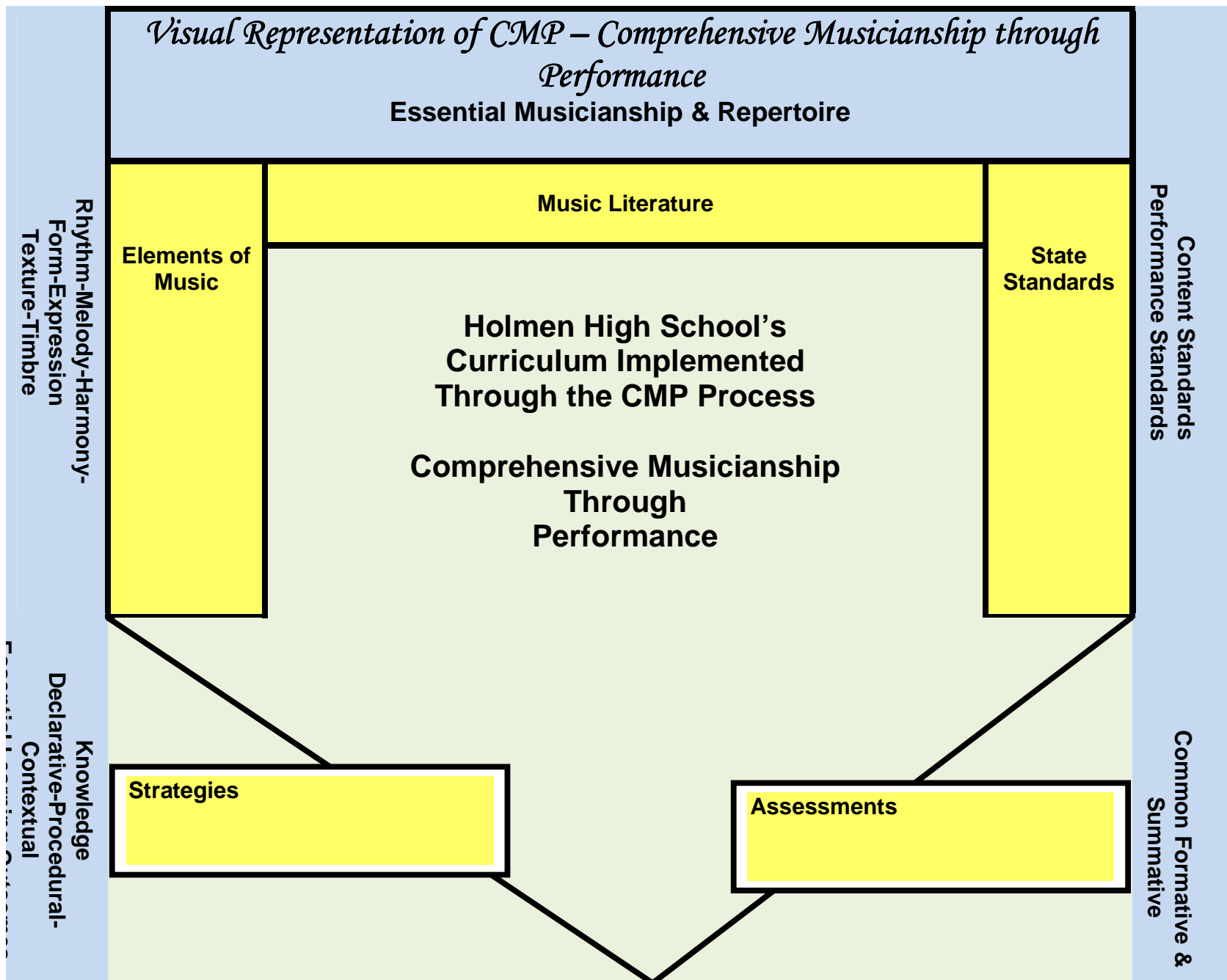
Why was the music chosen: Was it Essential Repertoire (what concepts or period of time does it represent) or Was it Essential Musicianship (what concepts, level of difficulty, and standards does it cover.)

12. Concept of Music (*expression, melody, rhythm, harmony, texture, timbre, and form*).

13. State Standards (*determined by the DPI with input from Music Association & Music Educators Association*)

14. Assessments & Essential Learning Outcomes (*What do we want our students to know and how will we know*)

15. Strategies (*tasks, projects, rehearsals, performances, curriculum mapping*).



BAND

Developers: Music Committee

Development Date: 2009-10

Instructional Level: High School

Description:

Basic knowledge of the fundamentals associated with music is stressed and then correlated with performance and listening through the concert/marching band and pep band. The band meets five periods each week. The band also presents concerts each year and participates in Wisconsin School Music Association Music Festival. The Marching Vikings march at area parades selected by the director and the school administration and they perform at home football and basketball games, pep assemblies, and selected other sporting events. Students are encouraged to participate in a solo ensemble event or events each year. Jazz band is offered outside the school day is a co-curricular activity. There is a class A and a class B jazz band. Students will be placed in the corresponding group, which best suits their playing level. Playing in the correct music styles: jazz, rock, and Latin beats in an ensemble format will be emphasized along with developing skills for improvisation. Instrumentation includes trap set, electric bass, guitar, piano, trombone, saxophone and trumpet. In addition to playing two concerts a year, the jazz bands will perform at two jazz festivals and also participate in solo ensemble contests.

The music for this course was chosen based on the two selection questions of the CMP Model: What concepts of music or period of time does the music represent? (Essential Repertoire) and/or what concepts of music, level of difficulty, and standards does the music cover? (Essential Musicianship). The course was developed to answer the following questions:

- **What do students need to know?** *Students need to an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards).*
- **How will students learn?** *Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.*
- **How will they as students, and we as educators, know they are learning?** *Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.*

Essential Learning Outcomes:

- **Students will achieve a higher level of music appreciation, skill achievement, and music independence by expanding their music foundation.**
- **Students will develop and demonstrate their basic understandings through the three modes of musical learning – performing, creating, and responding.**

- **Essential Learning Outcomes & Assessments:** The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- **Strategies** – The strategies are based on best practices and supportive of the learning.

Elements of Music	Assessment Expectations	Strategies
1) Rhythm 2) Melody 3) Harmony 4) Form 5) Expression 6) Timbre 7) Technique	Demonstrate correct fingerings including alternate fingerings for all notes within the practical range of the instrument	One on one lessons
	Demonstrate the use of appropriate sticking for the following snare drum rudiments: 5, 7, 9, 13, 15, 17 stroke roll, flam, flam accent, flam paradiddle, single and double drags, single and double paradiddles, single, double triple ratamacues, and flamaques.	Sectionals composed of: A. One specific type of instrument B. One group of instruments a. High Woodwinds b. Low Woodwinds c. High Brass d. Low Brass e. Percussion Section f. Different instruments with similar or same part g. Instruments involving difficult compositional elements such as bell tones or imitations
	Demonstrate vibrato as it relates to tonal enrichment for those instruments where it is characteristic.	Music auditions involving A. Scales B. Etudes C. Sight reading
	Demonstrate a controlled long roll at all dynamic levels on the following instruments: snare drum and related instruments, timpani and keyboard percussion	Music checks which consist of auditions requiring the performing of specific measures and passages of music to be performed by the band
	Demonstrate the attack and release of a tone or roll, in accordance with needs of given music selections at Grade 4 and 5 levels.	Participate in WSMA sponsored solo and ensemble
	Demonstrate the proper playing position for the instrument.	Participate in WSMA sponsored large group festival
	Demonstrate a tone quality characteristic of the instrument in all registers and at all dynamic levels.	Prepare and perform three concerts
	Demonstrate a tone production and stick control at all dynamic levels on all basic percussion instruments.	<i>Prepare and perform in area parades</i>
	Demonstrate the ability to adjust the pitch of the instrument to a given standard during actual performance and with the use of a tuning device.	<i>Prepare and perform pep band arrangements at athletic events</i>
	Tuning the timpani to the following intervals: perfect 4th and 5th, octave, major and minor seconds, thirds and sixths when given one note.	<i>Prepare jazz band for contest and concerts</i>
	Perform all major scales and a chromatic scale over the range of the instrument.	
	Perform with other instrumentalists to achieve a refined ensemble sound including volume, timbre, balance and blend.	

	<p>Demonstrate legato, tenuto, staccato, marcato, tonguing patterns as required in given pieces of music.</p> <p>Demonstrate sticking patterns as required in music that employs legato and marcato styles.</p> <p>Interpret dynamic changes as notated in given music selections.</p> <p>Interpret tempo markings and alterations as notated in appropriate music selections.</p> <p>Memorize musical terms used for tempo and style of a piece.</p> <p>Students will improvise melodies, variations and accompaniments.</p> <p>Students will improvise melodies to given basic tones with pentatonic and chromatic passing tones against a traditions rhythm section.</p> <p>Students will improvise their own solos for jazz band over a given chord progression</p>	
Content & State Standards		
Performance Instrumental	<p>B.12.1 Play a varied repertoire of music expressively and with technical and stylistic accuracy</p> <p>B.12.2 Play on a classroom instrument, using ensemble skills such as balance, intonation, and rhythmic unity</p>	

Elements of Music	Assessment Expectations	Strategies
<ul style="list-style-type: none"> 1) Rhythm 2) Melody 3) Harmony 4) Form 5) Expression 6) Timbre 7) Technique 	<p>Perform music in the following time signatures: 4/4, 3/4, 2/2, 3/2, 2/4, 3/8, 6/8, 5/4, 5/8, 7/4, 7/8.</p> <p>Write and count rhythmic notations involving whole, half, quarter, eighth, sixteenth, and thirty second notes and rests including their dotted equivalents.</p> <p>Perform at sight, rhythms containing the following notes and rests including and also in their dotted format: Whole, half, quarter, eighth, sixteenth and thirty second.</p> <p>Perform music at grade 3 and 4 levels</p>	Strategies in the literacy category are the same as for performance strategies.
Content & State Standards		
Literacy	<p>E.12.10 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six*</p> <p>E.12.11 Interpret nonstandard notation symbols used by some 20th century composers</p> <p>E.12.12 Demonstrate the ability to read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs</p>	

Elements of Music	Assessment Expectations	Strategies
1) Rhythm 2) Melody 3) Harmony 4) Form 5) Expression 6) Timbre 7) Technique	Identify, define and notate all interpretive symbols appropriate to the music.	1. Lessons 2. Sectionals 3. Discussions, worksheets and exams in music theory 4. Full band rehearsals and performances 5. Ensemble rehearsals and performances 6. Music terms worksheet and exams
	Describe the following time signatures by the number of beats per measure and the beat unit: 4/4, ¾, 2/2, 3/2, 2/4, 3/8, 6/8, 5/4, 5/8, 7/4, 7/8 and be able to aurally identify them.	
	Understand first and second endings, measure rests, and repeats, D.C. and D.S. indications, codas, and rhythmic abbreviations.	
	Count orally and in written form, rhythms from Grade 4 level music using the 1&2&3&4& counting system.	
	-Write the key signatures for the following major scales: C, D, A, E, B, F, Bb, Ab, Db, Gb.	
	-Describe music performances of the Baroque, Classical, Romantic, Impressionistic and 20 th Century periods of composition.	
	Describe the basic form of all music being performed,	
	Describe the harmonic functions of tonic, dominant, and subdominant chords.	
	Describe the five elements of music: Melody, Harmony, Rhythm, Pitch, and Timbre.	
	Describe and construct major, minor, augmented, diminished chords on any given note.	
	Visually identify and diagram conducting patterns for the following meters: 4/4, 4/2, ¾, 3/2, 2/4, 2/2, 5/4, 6/8.	
	Describe the type of compositions performed on given recordings and/or live music examples.	
	Aurally evaluate individual tone quality as it applies to a particular passage or needs of the music being performed.	
Content Standard & State Standards		
Response/ Analysis	F.12.11 Listen to and analyze examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices F.12.12 Demonstrate extensive knowledge of the technical vocabulary of music F.12.13 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques F.12.14 Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given example F.12.15 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 F.12.16 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive	

Elements of Music		Assessment Expectations	Strategies
1) Rhythm 2) Melody 3) Harmony 4) Form 5) Expression 6) Timbre 7) Technique	Observe and describe live and/or videotaped performances by professional players and /or composers.		Students listen to musical works and observe art works or design of the same time period and write a paper comparing similarities and differences. (Renaissance art and music; Rococo art and music)
	Study the creation and recreation of music through individual, small and large group performances.		
	Perform music in a variety of styles and periods of composition.		
	Select and listen to recording of quality music.		
	Participate in solo, small ensembles, and large group performances.		
	Participate in extra curricular school music events, which enhance performance opportunities in instrumental music..		
	Participate with the band in public performances at school and in the community.		
	Identify opportunities for individual and group music opportunities in the community.		
	Attend live and/or videotaped performances by professional players and/or composers.		
	Theory class-study the genealogy, characteristics, and composers the musical periods.		Written tests on the music periods, on the great composers of the music periods and on musical form.
	Study the scores of symphonies by the masters and listen to recordings of them.		
	Do reports on the famous composers of the musical periods including their biographies and historical events and inventions of the time.		
Content Standard & State Standards			
The Arts/ History Culture	H.12.10 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts H.12.11 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures H.12.12 Explain ways in which the principles and subject matter of various disciplines outside the arts interrelate with those of music I.12.1 Classify music by culture or historical period based on characteristic styles or genres and justify their classification I.12.8 Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences		

- Essential Learning Outcomes & Assessments: The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- Strategies –The strategies are based on best practices and supportive of the learning.

CHOIR

Developers: Music Committee

Development Date: 2009-10

Instructional Level: High School

Description:

Any person who enjoys singing and wants to know more about music is welcome to join Concert Choir. It offers the opportunity to sing all types of music in at least four-part harmony. Performances include concerts and participation in the district large group festival. Choir members are also encouraged to participate in the district solo ensemble festival. Show Choir is offered outside of the school day and is a co-curricular activity. Midwest Express is an auditioned group selected in the spring of the year. Students rehearse during a scheduled summer camp and outside of the school day during the school year. Performances include concerts, festivals, competitions, and community functions. All singer/dancers are required to participate in Concert Choir.

The music for this course was chosen based on the two selection questions of the CMP Model: What concepts of music or period of time does the music represent? (Essential Repertoire) and/or what concepts of music, level of difficulty, and standards does the music cover? (Essential Musicianship). The course was developed to answer the following questions:

- **What do students need to know?** *Students need to an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards).*
- **How will students learn?** *Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.*
- **How will they as students, and we as educators, know they are learning?** *Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.*

Essential Learning Outcomes:

- **Students will achieve a higher level of music appreciation, skill achievement, and music independence by expanding their music foundation.**
- **Students will develop and demonstrate their basic understandings through the three modes of musical learning – performing, creating, and responding.**

Teaching Framework:

1. *Music Fundamentals*
2. *One Minute Theory*
3. *Large Group Literature Concept Study*
4. *Time Period Study*
5. *Large Group Rehearsal*
6. *Individual/Small Group Voice Lessons*
7. *Individual Solo/Ensemble Timetable*

WHAT DO STUDENTS NEED TO KNOW IN CHOIR?

Concepts of Music	State Content Standard	State Performance Standard	
		Grades 9-10	Grades 11-12
1. Expression 2. Melody 3. Rhythm 4. Harmony 5. Form 6. Texture (Style) 7. Timbre (Style)	Performance A. Singing B. Instrumental	A.12.3-A.12.5 B.12.4 & B.12.5	A.12.6-A.12.8 B.12.4 & B.12.5
	Creativity C. Improvisation D. Composition	C.12.4-C.12.6 D.12.4-D.12.6	C.12.7 & C.12.8 D. 12.7 & D.12.8
	Literacy E. Reading and Notating	E.12.4-E.12.6	E.12.7 & E.12.8
	Response F. Analysis G. Evaluation	F.12.5-F.12.7 G. 12.4 & G.12.5	F.12.8 & F.12.10 G.12.6
	Connections H. The Arts I. History and Culture	H. 12.5-H. 12.7 I.12.4-I.12.6	H.12.8 & H.12.9 I.12.7 & I.12.8

HOW WILL STUDENTS LEARN IN CHOIR?

Teaching Framework	Essential Learning Outcomes	Knowledge Level
103.. Music Fundamentals 2. One Minute Theory	A. Students will achieve a higher level of music appreciation, skill achievement, and music independence by expanding their music foundation.	Declarative Knowledge (acquisition of knowledge)
3. Large Group Literature Concept Study 4. Time Period Study 5. Large Group Rehearsal 6. Individual/Small Group Voice Lessons 7. Individual Solo/Ensemble Timetable	B. Students will develop and demonstrate their basic understanding through the three modes of musical learning: performing, creating, and responding.	Procedural Knowledge Contextual Knowledge (using declarative knowledge appropriately)

HOW WILL THEY AS STUDENTS, AND WE AS EDUCATORS, KNOW THEY ARE LEARNING IN CHOIR?

Formative Assessments	Summative Assessments
F1 Quizzes – F1A. Short Answer; F1B. Essay F2 Projects and Performances – F2A. Checklists; F2B. Rubrics; F2C. Individual Vocal Performance Recordings F3 Short Answer Pretest F4 Music Skill Rubric F5 Individual	S1 Tests – S1A. Short Answer Posttest; S1B. Short Answer/Essay Term Test S2 Performance Rubrics – S2A. Music Skills; S2B. Voice; S2C. District Solo/ Ensemble Festival; S2D. State Solo/Ensemble Festival; S2E. Large Group Festival/Clinic; S2F. Concert

CURRICULUM OUTLINE FOR CHOIR

Teaching Framework	Essential Learning Outcome	Term Time Line	Music Concept	Content Standard	Performance Standard		Formative Assessment & Timeline	Summative Assessment & Timeline
1) <u>Music Fundamentals</u> a) Overview – music time periods: Renaissance, Baroque, Classical, Romantic, Contemporary	A. Students will achieve a higher level of music appreciation, skill achievement, and music independence by expanding their music foundation.	1	Expression Melody Rhythm Harmony Form	F. Analysis H. The Arts I. History & Culture	---	---	Quizzes: Short Answer for both 1a&b Term 1	Short Answer and Essay Term Test for both 1a&b Term 1
b) “Music Dictionary” concepts/ dynamic & tempo marks, terms, symbols		1	Texture(Style) Timbre (Style)	F. Analysis				
2) <u>“One Minute Theory”</u> a) In-depth study of the music concepts – rhythm, melody, harmony	A. (same as above) B. Students will develop and demonstrate their basic understanding through the three modes of musical learning: performing, creating, & responding.	1	Rhythm Melody Harmony	E. Reading and Notating	---	---	Short Answer Pretest Quizzes: Short Answer	Short Answer Posttest for both 2a&b Term 1
b) Practice of the music skills – sight reading, sight singing, and ear training		1-4	Rhythm Melody Harmony	A. Singing E. Reading and Notating	12.3-12.5 12.4 & 12.5	12.6-12.8 12.7 & 12.8	Projects & Performances Checklist all for both 2a&b Term 1	
3) <u>Large Group Literature Concept Study</u> (treble choir, concert choir, vocal music selected for in-depth concept study.	Both outcomes (A & B)	1-4	Expression Melody Rhythm Harmony Form Texture(Style) Timbre (Style)	E. Reading and Notating F. Analysis G. Evaluation I. History & Culture	12.4 & 12.6 12.5-12.7 12.4 & 12.5 12.4	12.7 12.8-12.10 12.6 12.7	Projects & Performances Checklist All 4 quarters	Short Answer Essay Term Test All 4 quarters

COMMON VOCABULARY

- Essential Learning Outcomes & Assessments: The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

9th and 10th GRADE ORCHESTRA

Developers: Music Committee

Development Date: 2009-10

Instructional Level: High School

Description:

The string orchestra is an instrumental group of string players. The string players, including performers on the violin, viola, cello, and string bass. The string orchestra meets five times a week. In addition to the weekly rehearsals, strings have weekly lessons. The orchestra will perform at least two home concerts a school year. Members also participate in the annual district orchestra contest and are also encouraged to participate in the district solo-ensemble contest.

The materials and resources for this course were chosen based on the two selection questions of the CMP Model: What concepts of music or period of time do the materials and resources represent? (Essential Repertoire) and/or what concepts of music, level of difficulty, and standards do the materials and resources cover? (Essential Musicianship). The course was developed to answer the following questions:

- **What do students need to know?** *Students need to an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards).*
- **How will students learn?** *Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.*
- **How will they as students, and we as educators, know they are learning?** *Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.*

Essential Learning Outcomes:

- Play with good tone and technique.
- Perform necessary rhythms.
- Perform in necessary keys and time signatures.
- Understand terms required in music.
- Perform a variety of music with an ensemble.
- Improvise and compose music.
- Read, analyze, evaluate, and describe music.
- Identify and define terms and standard notation.
- Compare music and art of different cultures.

9th-10th Grade Orchestra Content Standards: Performance Singing and Instrumental

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>B.12.6 Perform, with expression and technical accuracy, a large and varied repertoire of instrumental literature with a level of difficulty of four on a scale of one to six*</p> <p>B.12.7 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills</p> <p>B.12.8 Perform in small ensembles</p>	<p>Play with good tone and technique</p> <ul style="list-style-type: none"> • Demonstrate correct fingering with all patterns in first, second and third positions • Demonstrate the ability to adjust the pitch of the instrument to a given standard during actual performance and with the use of a tuning device • Perform all two octave Major scales to 3 sharps and 2 flats at quarter = 120 • Perform all forms of the two octave minor scales to 2 sharps and 1 flat at mm quarter = 120 • Perform a chromatic scale from lowest note through third position at mm quarter = 120 • Perform various bow strokes as required by level 4 music 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>
	Perform necessary rhythms	
	<p>Can perform in necessary keys and time signatures</p> <ul style="list-style-type: none"> • Perform music containing the following time signatures: 3/2, 3/8 and 5/4 	
	Understand terms required in music	
	<p>Perform a variety of music with an ensemble</p> <ul style="list-style-type: none"> • Perform Grade level 4 music • Perform works from the Baroque, Classical, Romantic, Impressionistic and 20th century with characteristic interpretive elements • Perform with other instruments to achieve a refined ensemble sound including volume, timbre, balance and range • Identify and respond to standard preparatory conducting beats, release motions, entrance cues, and expressive gestures • Demonstrate self/group confidence, discipline, and accepted performance decorum • Participate in solo, small ensemble, and large group performances • Participate in public performances at school and in the community 	

9th-10th Grade Orchestra Content Standards: Create Improvisation and Composition

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
C.12.9 Improvise rhythmic and melodic variations on given pentatonic* melodies and melodies in major and minor keys C.12.10 Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality D.12.9 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect D.12.10 D.12.11	Improvise music <ul style="list-style-type: none"> Improvise melodies, variations and accompaniments Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys Improvise original melodies over given chord progressions, each in a consistent style, meter and tonality 	Orchestra Rehearsal Individual/Small Group Lessons Rubric Check off Recorded Assessment Self Assessment
	Compose music <ul style="list-style-type: none"> Compose their own jazz solos using given chord progressions Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect Arrange pieces for instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music 	

9th-10th Grade Orchestra Content Standards: Literacy Reading and Notating

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
E.12.9 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used E.12.10 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six* E.12.11	Read music <ul style="list-style-type: none"> Interpret and perform dynamic changes as notated in given music selections Interpret and count (orally and in written form) given rhythms from grade level 4 music using the 1&2& counting system Interpret and perform at sight at the Grade level 3 Interpret and perform rhythms containing the following notes and rests, including dotted notes and rests and triplets: whole, half, quarter, eighth, sixteenth in the following meters: 4/4, 3/4, 2/2, 2/4, 3/8, 6/8, 5/4, 7/8, 5/8 	Orchestra Rehearsal Individual/Small Group Lessons Rubric Check off Recorded Assessment Self Assessment

	Identify and define terms and notation <ul style="list-style-type: none"> Identify, define and notate all interpretive symbols appropriate to the music being studied Identify the harmonic function of tonic, subdominant, and dominant chords Describe and construct major, minor, augmented and diminished chords on any given note Describe the following time signatures by the number of beats per measure and the beat unit: 3/8, 5/4, 7/4, 7/8 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used Interpret nonstandard notation symbols used by some twentieth century composers 	
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9th-10th Grade Orchestra Content Standards: Response Analysis and Evaluation

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
F.12.11 Listen to and analyze examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices F.12.12 Demonstrate extensive knowledge of the technical vocabulary of music F.12.13 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques	Analyze and describe music <ul style="list-style-type: none"> Aurally identify performance of given rhythmic notation in the following meters: 4/4, 2/4, 3/4, 2/2, 6/8, 3/8 Aurally identify the following performance styles given the written music notation; tenuto, legato, staccato, marcato Aurally discriminate among various instrumental timbres Listen to and analyze examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques 	Orchestra Rehearsal Individual/Small Group Lessons Rubric Check off Recorded Assessment Self Assessment
	Evaluate music <ul style="list-style-type: none"> Evaluate students musical performance in group performances or rehearsals verbally and in written form Demonstrate extensive knowledge of the technical vocabulary of music 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 of music Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models 	

9th-10th Orchestra Content Standards: Connections The Arts and History and Culture

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>H.12.10 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts</p> <p>H.12.11 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</p> <p>H.12.12 Explain ways in which the principles and subject matter of various disciplines outside the arts interrelate with those of music</p> <p>I.12.9 Classify music by culture and historical period based on characteristic styles or genres and justify their classification</p> <p>I.12.10 Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them</p> <p>I.12.11 Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements</p>	<p>Compare music and art of different cultures</p> <ul style="list-style-type: none"> • Observe and describe live and /or videotaped performances by professional players and/or composers • Identify opportunities for individual and group music performances in the community • Attend live and/or videotaped performances by professional players and/or composers • Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts • Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures • Explain ways in which the principles and subject matter of various disciplines outside the arts interrelate with those of music • Classify music by culture and historical period based on characteristic styles or genres and justify their classification • Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them • Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>

- Essential Learning Outcomes & Assessments: The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- Strategies – The strategies are based on best practices and supportive of the learning.

11th and 12th GRADE ORCHESTRA

Developers: Music Committee

Development Date: 2009-10

Instructional Level: High School

Description:

The string orchestra is an instrumental group of string players. The string players, including performers on the violin, viola, cello, and string bass. The string orchestra meets five times a week. In addition to the weekly rehearsals, strings have weekly lessons. The orchestra will perform at least two home concerts a school year. Members also participate in the annual district orchestra contest and are also encouraged to participate in the district solo-ensemble contest.

The materials and resources for this course were chosen based on the two selection questions of the CMP Model: What concepts of music or period of time do the materials and resources represent? (Essential Repertoire) and/or what concepts of music, level of difficulty, and standards do the materials and resources cover? (Essential Musicianship). The course was developed to answer the following questions:

- **What do students need to know?** *Students need to an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards).*
- **How will students learn?** *Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.*
- **How will they as students, and we as educators, know they are learning?** *Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.*

Essential Learning Outcomes:

- Play with good tone and technique.
- Perform necessary rhythms.
- Perform in necessary keys and time signatures.
- Understand terms required in music.
- Perform a variety of music with an ensemble.
- Improvise and compose music.
- Read, analyze, evaluate, and describe music.
- Identify and define terms and standard notation.
- Compare music and art of different cultures.

11th-12th Grade Orchestra Content Standards: Performance Singing and Instrumental

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>B.12.6 Perform, with expression and technical accuracy, a large and varied repertoire of instrumental literature with a level of difficulty of four on a scale of one to six*</p> <p>B.12.7 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills</p> <p>B.12.8 Perform in small ensembles</p>	<p>Play with good tone and technique</p> <ul style="list-style-type: none"> Demonstrate vibrato as it relates to tonal enrichment 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>
	<p>Perform necessary rhythms</p> <p>Can perform in necessary keys and time signatures</p> <ul style="list-style-type: none"> Perform all forms of the two octave minor scales to 2 sharps and 2 flats at mm quarter = 120 Perform 5 three octave major scales (bass 3) Perform a chromatic scale through fifth position Perform all two octave Major scales to 5 sharps and 3 flats at quarter = 120 	
	<p>Understand terms required in music</p>	
	<p>Perform a variety of music with an ensemble</p> <ul style="list-style-type: none"> Perform Grade Level 5 music Perform works from the following compositional periods with characteristic interpretive elements: Baroque, Classical, Romantic, Impressionistic, 20th Century(contemporary and modern) Participate in solo, small ensembles, and large group performances Participate in extracurricular school music events which enhance performance opportunities in instrumental music Participate with the orchestra in public performances at school and in the community 	

11th-12th Grade Orchestra Content Standards: Create Improvisation and Composition

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>C.12.9 Improvise rhythmic and melodic variations on given pentatonic* melodies and melodies in major and minor keys</p> <p>C.12.10 Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality</p> <p>D.12.9 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect</p> <p>D.12.10 , D.12.11</p>	<p>Improvise music</p> <ul style="list-style-type: none"> Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality -Improvise melodies to given chords using the tonic, 3rd and 5th as basic tones with pentatonic and chromatic passing tones against a traditional rhythm section 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>
	<p>Compose music</p> <ul style="list-style-type: none"> Create a twelve tone row and matrix Compose music, demonstrating imagination and technical skill in applying the principles of composition Demonstrate proficiency in the use of computer technology-notation and sequencing programs-to compose and arrange music for instruments 	

11th-12th Grade Orchestra Content Standards: Literacy Reading and Notating
Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/ Assessment
<p>E.12.9 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used</p> <p>E.12.10 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six*</p> <p>E.12.11</p>	<p>Read music</p> <ul style="list-style-type: none"> • Perform and count (orally and in written form) rhythms from Grade –Level 5 music using the 1&2& counting system • Sight read, accurately and expressively, Grade Level 4 music • Demonstrate the ability to read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off</p>
	<p>Identify and define terms and notation</p> <ul style="list-style-type: none"> • Identify, define and notate all interpretive symbols appropriate to the music being performed • Describe music performances of the Baroque, Classical, Romantic, Impressionistic and 20th Century periods of composition • Describe the basic form of all music being performed 	<p>Recorded Assessment Self Assessment</p>

11th-12th Grade Orchestra Content Standards: Response Analysis and Evaluation
Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/ Assessment
<p>F.12.11 Listen to and analyze examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices</p> <p>F.12.12 Demonstrate extensive knowledge of the technical vocabulary of music</p> <p>F.12.13 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques</p>	<p>Analyze and describe music</p> <ul style="list-style-type: none"> • Aurally identify correct performance of given rhythmic notation in the following meters: 4/4, 3/4, 2/2, 2/4, 3/8, 6/8, 5/4, 5/8, 7/8 • Aurally identify the following styles of attack and release given the written music notation: tenuto, legato, staccato and marcato • Describe the type of compositions performed on given recording and/or live music examples. • Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given example • 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 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>
	<p>Evaluate music</p> <ul style="list-style-type: none"> • Evaluate music performances (written) by use of the elements of music (melody, harmony, rhythm, form, and timbre) • Evaluate verbally and in written form individual or group performances/rehearsal • Aurally evaluate individual tone quality as it applies to a particular passage or needs of the music being performed • Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive • Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions 	

11th-12th Orchestra Content Standards: Connections The Arts and History and Culture

Elements: Rhythm, Melody, Harmony, Form, Expression, Texture, Timbre

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>H.12.10 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts</p> <p>H.12.11 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</p> <p>H.12.12 Explain ways in which the principles and subject matter of various disciplines outside the arts interrelate with those of music</p> <p>I.12.9 Classify music by culture and historical period based on characteristic styles or genres and justify their classification</p> <p>I.12.10 Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them</p> <p>I.12.11 Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements</p>	<p>Compare music and art of different cultures</p> <ul style="list-style-type: none"> • Observe and describe live and/or videotaped performances by professional players and/or composers • Study the creation and recreation of music through individual, small and large group performances • -identify opportunities for individual and group music opportunities in the community • Attend live and/or videotaped performances by professional players and/or composers • Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures • Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another • Identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical or cultural context • Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical connections that produced the synthesis of influences • Select and listen to recordings of quality music 	<p>Orchestra Rehearsal Individual/Small Group Lessons</p> <p>Rubric Check off Recorded Assessment Self Assessment</p>

- Essential Learning Outcomes & Assessments: The big idea; major skills, knowledge or attitudes that identify what students will need to learn. The assessments are a combination of formative and summative assessments and are consistent across the District.
- Strategies –The strategies are based on best practices and supportive of the learning.

KEYBOARDING/MUSIC THEORY I & II

Developers: Music Committee

Development Date: 2009-10

Instructional Level: High School

The School District of Holmen music teachers have chosen the “Comprehensive Musicianship Through Performance” or “CMP” process to implement the comprehensive sequential music curriculum based on *Wisconsin’s Model Academic Standards for Music*. The Wisconsin “CMP” project was initiated through WMEA and WSMA to promote “performance with understanding” in the performance ensemble setting. In the resource book “Planning Curriculum in Music,” circulated by the Wisconsin Public Department of Public Instruction, it is stated that this model of instruction/assessment offers a structure for the teacher to organize a plan for rehearsing, sharing musical understandings, and including the students in the learning process. This guide also emphasizes the importance of addressing the following three questions when writing a state standards based music curriculum:

- 1. What do students need to know?**
- 2. How will students learn?**
- 3. How will they as students, and we as educators, know they are learning?**

The Holmen High School vocal music curriculum responds to the above questions in the following way:

- 1. Students need an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards).**
- 2. Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.**
- 3. Assessments with reveal where students are in relationship to the essential learner outcomes of the teaching strategies.**

The Keyboarding/Music Theory class was created as an extension of the vocal music program. It is offered for students to get more experience with notation, playing instruments, and creating compositions. Because it is an extension of the vocal music program, it follows the vocal state standards.

The “Curriculum Map” presents an overview of the Holmen High School Keyboarding/Music Theory sequential curriculum plan. This graph provides the term timelines for a year-long course of teaching/learning action and the alignment of the teaching strategies, essential learner outcomes, and assessments to the elements of music and the state standards

The “Curriculum Plan” expands the teaching strategy components of the graph by including the next step in the curriculum sequence, which is development of material content and strategies of instruction.

HOW STUDENTS WILL LEARN IN Keyboarding/Music Theory I & II

	Teaching Strategies	Essential Learner Outcomes
Declarative Knowledge (Foundation of Music)	1. Written Theory	A) Acquisition of Knowledge Students will achieve a higher level of music appreciation, skill achievement, and music independence by expanding their music foundation.
Procedural/Contextual Knowledge (Applied Music)	2. Keyboarding Skills 3. Ear Training/Sight Reading 4. Composition Projects 5. Improvisation	B) Using Declarative Knowledge Appropriately Students will develop and demonstrate their basic understandings through the three modes of musical learning – <ul style="list-style-type: none"> ▪ Performing ▪ Creating ▪ Responding

HOW TO MEASURE STUDENT ACHIEVEMENT IN Keyboarding/Music Theory I & II

Formative Assessments	Summative Assessments
F1 – Assignments F2 – Quiz A) Short Answer B) Ear Training Dictation C) Sight Reading F3 – Projects A) Check Lists B) Rubrics	S1 – Test A) Short Answer B) Term Test S2 – Performance Rubrics A) Keyboard Skills B) Composition

WHAT STUDENTS NEED TO KNOW IN Keyboarding/Music Theory I & II

Elements of Music	State Content Standard	State Performance Standard	
		Grades 9-10	Grades 11-12
1. Rhythm 2. Melody 3. Harmony 4. Form 5. Expression 6. Texture 7. Timbre	Performance A: Sing* B: Play Instruments	A.12.3-A.12.5	A.12.6-A.12.8 B.12.4-B.12.5
	Creativity C: Improvise D: Compose & Arrange	C.12.4-C.12.6 D.12.4-D.12.6	C.12.7 & C.12.8 D.12.7 & D.12.8**
	Literacy E: Read & Notate	E.12.4-E.12.6	E.12.7 & E.12.8
	Response F: Analyze & Describe G: Evaluate	F.12.5-F.12.7 G.12.4 & G.12.5	F.12.8 & F.12.10 G.12.6
	Connections H. The Arts & Disciplines Outside the Arts* I: History & Culture*	H.12.5-H.12.7 I.12.4-I.12.6	H.12.8 & H.12.9 I.12.7 & I.12.8

*These State Standards are addressed in Treble Choir & Concert Choir

**This standard cannot be met because the technology needed is unavailable at Holmen High School at this time

WISCONSIN'S MODEL ACADEMIC STANDARDS FOR MUSIC Performance Standards 9-10

Content Standard A: Singing

A.12.3 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of four on a scale of one to six, including some songs performed from memory.

A.12.4 Sing music written for four parts, with and without accompaniment.

A.12.5 Demonstrate well-developed ensemble skills.

Performance Standards, grades 11-12

A.12.6 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of five on a scale of one to six.

A.12.7 Sing music written in more than four parts.

A.12.8 Sing in small ensembles with one student on a part.

Content Standard B: Instrumental

B.12.4 Play their voice part on a melodic instrument

B.12.5 Play accompaniments on melodic, rhythmic, or harmonic instruments.

Content Standard C: Improvisation

C.12.4 Improvise stylistically appropriate harmonizing parts.

C.12.5 Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

C.12.6 Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

Performance Standards, grades 11-12

C.12.7 Improvise stylistically appropriate harmonizing parts in a variety of styles.

C.12.8 Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

Content Standard D: Composition

D.12.4 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

D.12.5 Arrange pieces for voices in ways that preserve or enhance the expressive effect of the music.

D.12.6 Compose and arrange music for voices and various accompaniment instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

Performance Standards, grades 11-12

D.12.7 Compose music, demonstrating imagination and technical skill in applying the principles of composition.

D.12.8 Demonstrate proficiency in the use of computer technology – notation and sequencing programs – to compose and arrange music for various vocal and instrumental ensembles and solos.

Content Standard E: Reading and Notation

E.12.4 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.

E.12.5 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six

E.12.6 Interpret nonstandard notation symbols used by some 20th century composers.

Performance Standards, grades 11-12

E.12.7 Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs.

E.12.8 Sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six.

Content Standard F: Analysis

F.12.5 Listen to and analyze examples of a varied repertoire of music, representing diverse genres and culture, by describing the uses of the elements of music and expressive devices.

F.12.6 Demonstrate knowledge of the technical vocabulary of music

F.12.7 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 and techniques.

Performance Standards, grades 11-12

F.12.8 Demonstrate the ability to perceive and remember music events by listening to and describing in detail significant events in a given example.

F.12.9 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.

F.12.10 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Content Standard G: Evaluate

G.12.4 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.

G.12.5 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Performance Standards, grades 11-12

G.12.6 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

Content Standard H: The Arts

H.12.5 Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

H.12.6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.

H.12.7 Explain how the principles and subject matter of various disciplines outside the arts interrelate with those in music.

Performance Standards, grades 11-12

H.12.8 Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.

H.12.9 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another.

Content Standard I: History & Culture

I.12.4 Classify music by culture or historical period based on characteristic styles or genres and justify their classification.

I.12.5 Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them.

I.12.6 Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements.

Performance Standards, grades 11-12

I.12.7 Identify and explain the stylistic features of a given work that define its aesthetic tradition and its historical or cultural context.

I.12.8 Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Curriculum Map

Overview for Keyboarding/Music Theory I & II

Teaching Strategy	ELO/ Term Timeline	Elements of Music	Content Standard	Performance Standard	Formative Assessment/Term	Summative Assessment/Term
1. Written Theory	A/Term 1-4	1-5	E F G	E.12.6-E.12.7 F.12.6; F.12.9-F.12.10 G.12.4	F1/Term 1-4 F2/Term 1-4	S1A/Term 1-4 S1B/Term 1-4
2. Keyboard Skills	B/Term 1-4	1-6	B E	B.12.5 E.12.5-E.12.6; E.12.8	F3B/Term 1-4	S2A/Term 1-4
3. Ear Training/ Sight Reading	B/Term 1-4	1-3	E	E.12.5; E.12.8	F2B/Term 1-4 F3A/Term 1-4 F3B/Term 1-4	
4. Composition Projects	B/Term 1-4	1-7	D F G	D.12.4; D.12.6-D.12.7 F.12.6-F.12.7 G.12.6	F3A/Term 1-4 F3B/Term 1-4	S2B/Term 1-4
5. Improvisation	B/Term 4	1-3	C	C.12.4-C.12.8	F3A/Term 4	

Curriculum Plan – Keyboarding and Music Theory I & II

Teaching Strategy: Written Theory

Content Standard E: Reading & Notation

E.12.5 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six

E.12.6 Interpret nonstandard notation symbols used by some 20th century composers.

Content Standard F: Analysis

F.12.6 Demonstrate knowledge of the technical vocabulary of music

F.12.9 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.

F.12.10 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Content Standard G: Evaluate

G.12.4 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.

Elements of Music

- Rhythm
- Melody
- Harmony
- Form
- Expression

Time Frame

- Term One
- Term Two
- Term Three
- Term Four

Strategy Content

The in-depth study of the elements of music and music notation.

Strategy Action

Units are divided into Rhythm, Melody, Harmony, and Musical Terms.

Assessment

- Assignments
- Quiz
- Term Test

Essential Learning Outcome

Students will be able to read and write common music notation.

Curriculum Plan -- Keyboarding and Music Theory I & II

Teaching Strategy: Keyboarding Skills

Content Standard B: Instrumental

B.12.5 Play accompaniments on melodic, rhythmic, or harmonic instruments.

Content Standard E: Reading & Notation

E.12.5 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six

E.12.6 Interpret nonstandard notation symbols used by some 20th century composers.

E.12.8 Sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six.

Elements of Music

- Rhythm
- Melody
- Harmony
- Form
- Expression
- Texture
- Timbre

Time Frame

- Term One
- Term Two
- Term Three
- Term Four

Strategy Content

- Keyboard Skills based on
- Consistent Tempo
 - Correct Notes
 - Correct Rhythm
 - Correct Fingering
 - Overall Performance

Strategy Action

The action plan is to demonstrate proficiency skills in keyboard playing

Assessment

- Rubric

Essential Learning Outcome

Students will apply gained knowledge of written theory to the keyboard.

Curriculum Plan – Keyboarding and Music Theory I & II

Teaching Strategy: Ear Training/Sight Reading

Content Standard E: Reading & Notation

E.12.5 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six

E.12.8 Sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six.

Elements of Music

- Rhythm
- Melody
- Harmony

Time Frame

- Term One
- Term Two
- Term Three
- Term Four

Strategy Content

The study and recognition of intervals

Strategy Action

All components of this study will involve the practice of reading, playing music on keyboards, or listening and notating music.

Assessment

- Rubric
- Quiz

Essential Learning Outcome

Sight Reading:

- Students will improve the rate of reading music notation and applying to the keyboard.

Ear Training:

- Students will be given the opportunity to study interval recognition and notate what they hear.

Curriculum Plan – Keyboarding and Music Theory I & II

Teaching Strategy: Composition Projects

Content Standard D: Composition

D.12.4 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

D.12.6 Compose and arrange music for voices and various accompaniment instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

D.12.7 Compose music, demonstrating imagination and technical skill in applying the principles of composition.

Content Standard F: Analysis

F.12.6 Demonstrate knowledge of the technical vocabulary of music

F.12.7 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 and techniques.

Content Standard G: Evaluate

G.12.6 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

Elements of Music

- Rhythm
- Melody
- Harmony
- Form
- Expression
- Texture
- Timbre

Time Frame

- Term One
- Term Two
- Term Three
- Term Four

Strategy Content

The in-depth study of music notation and use of creativity.

Strategy Action

Completion of at least two original compositions per semester.

Assessment

- Rubric
- Check List

Essential Learning Outcome

Students will demonstrate the knowledge of written theory by creating and notating an original musical work for keyboard.

Curriculum Plan – Keyboarding and Music Theory I & II

Teaching Strategy: Improvisation

Content Standard C: Improvisation

- C.12.4** Improvise stylistically appropriate harmonizing parts.
- C.12.5** Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
- C.12.6** Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.
- C.12.7** Improvise stylistically appropriate harmonizing parts in a variety of styles.
- C.12.8** Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

Elements of Music

- Rhythm
- Melody
- Harmony

Time Frame

- Term Four

Strategy Content

The in-depth study of chord progressions and key signatures.

Strategy Action

The action plan is to create “new and on-the-spot” melodies and/or harmonies using chord structures and scales from written theory.

Assessment

- Check List

Essential Learning Outcome

The student will be able to create melody lines or chord progressions “on-the-spot” without notation.

TREBLE AND CONCERT CHOIR

Developers: Music Committee

Development Date: 2009-10

Instructional Level: Middle School

The School District of Holmen music teachers have chosen the “Comprehensive Musicianship Through Performance” or “CMP” process (Figure 1A/1B) to implement the comprehensive sequential music curriculum based on Wisconsin’s Model Academic Standards for Music. The Wisconsin “CMP” project was initiated through WMEA and WSMA to promote “performance with understanding” in the performance ensemble setting. In the resource book “Planning Curriculum in Music”, circulated by the Wisconsin Public Department of Public Instruction, it is stated that this model of instruction/assessment offers a structure for the teacher to organize a plan for rehearsing, sharing musical understandings, and including the students in the learning process.

This guide also emphasizes the importance of addressing the following three questions when writing a state standards based music curriculum:

- 1) What do students need to know?
- 2) How will students learn?
- 3) How will they as students, and we as educators, know they are learning?

The Holmen High School vocal music curriculum responds to the above questions in the following way:

- 1) Students need an understanding of the fundamentals of music (music concepts/state content standards) to attain a higher level of cognitive thinking and skill achievement (state performance standards). (“Comprehensive Musicianship”- Figure 2&3)
- 2) Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes. (“Through the Performance of Essential Musicianship Literature and Essential Repertoire Literature in 6th, 7th & 8th grade choirs”- Figure 4)
- 3) Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching strategies. (Figure 5)

The “Curriculum Map” (Figure 6) presents an overview of the Holmen High School vocal music sequential curriculum plan .

This graph provides the term timelines for a year-long course of teaching/learning action and the alignment of the teaching strategies, essential learner outcomes, and assessments to the elements of music and the state standards.

The “Curriculum Plan” (Figures 6-1 thru 6-8) expands the teaching strategy component of the graph by including the next step in the curriculum sequence which is the development of material content and strategies of instruction. A student portfolio will assess the student-centered “CMP” process of implementing the music curriculum by providing evidence of student progress and achievement. Every member of the Treble Choir and Concert Choir will have a student portfolio comprised of the following contents as it pertains to vocal music:

- 1) Vocal information sheet (individual student goals, voice rubric, music skills rubrics)
- 2) Work/performance/assessment samples
- 3) Record of achievement

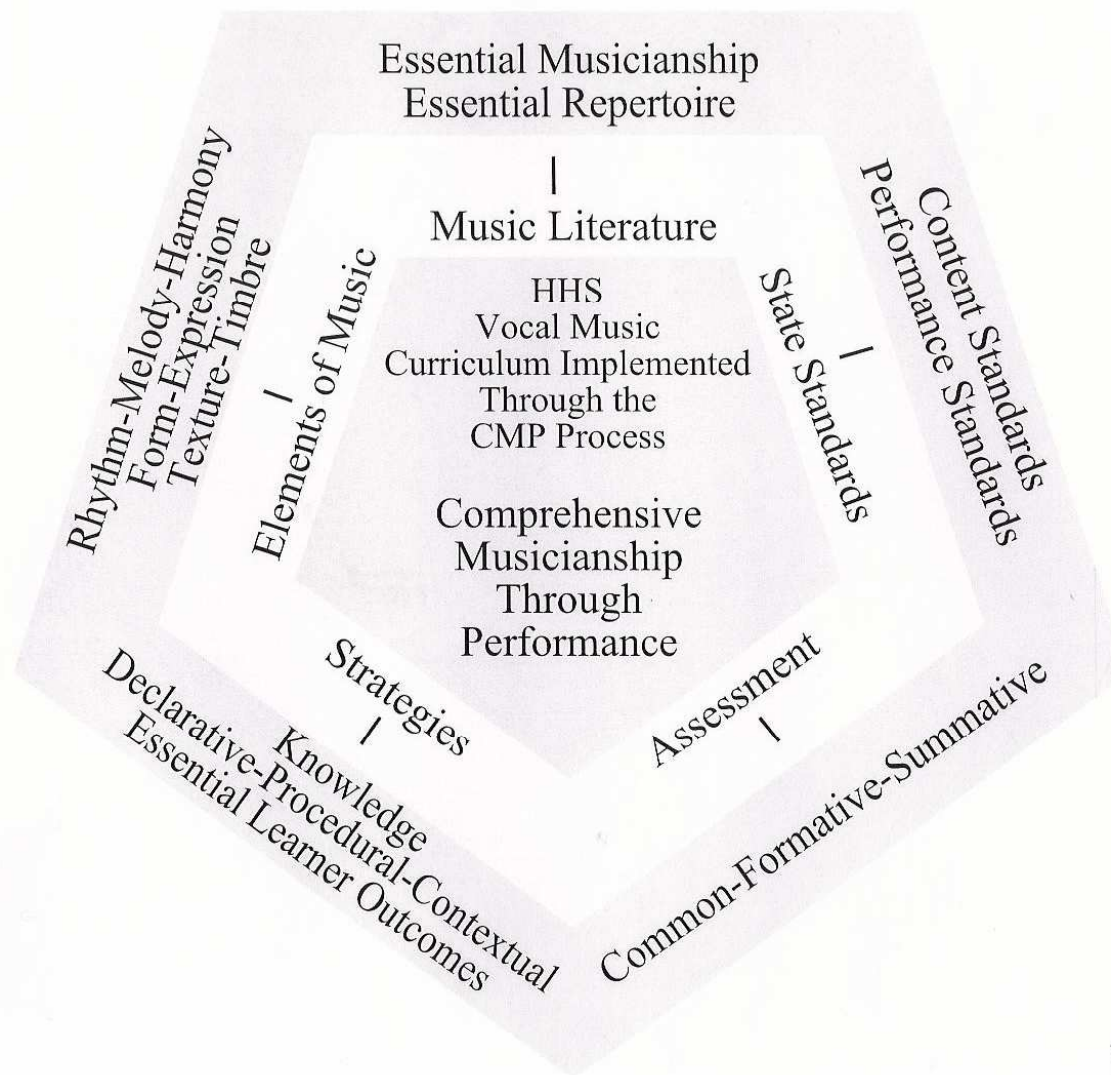


Figure 1A

CMP PROCESS
Holmen High School Vocal Music Students
Expand Their
Comprehensive
Musicianship
Through

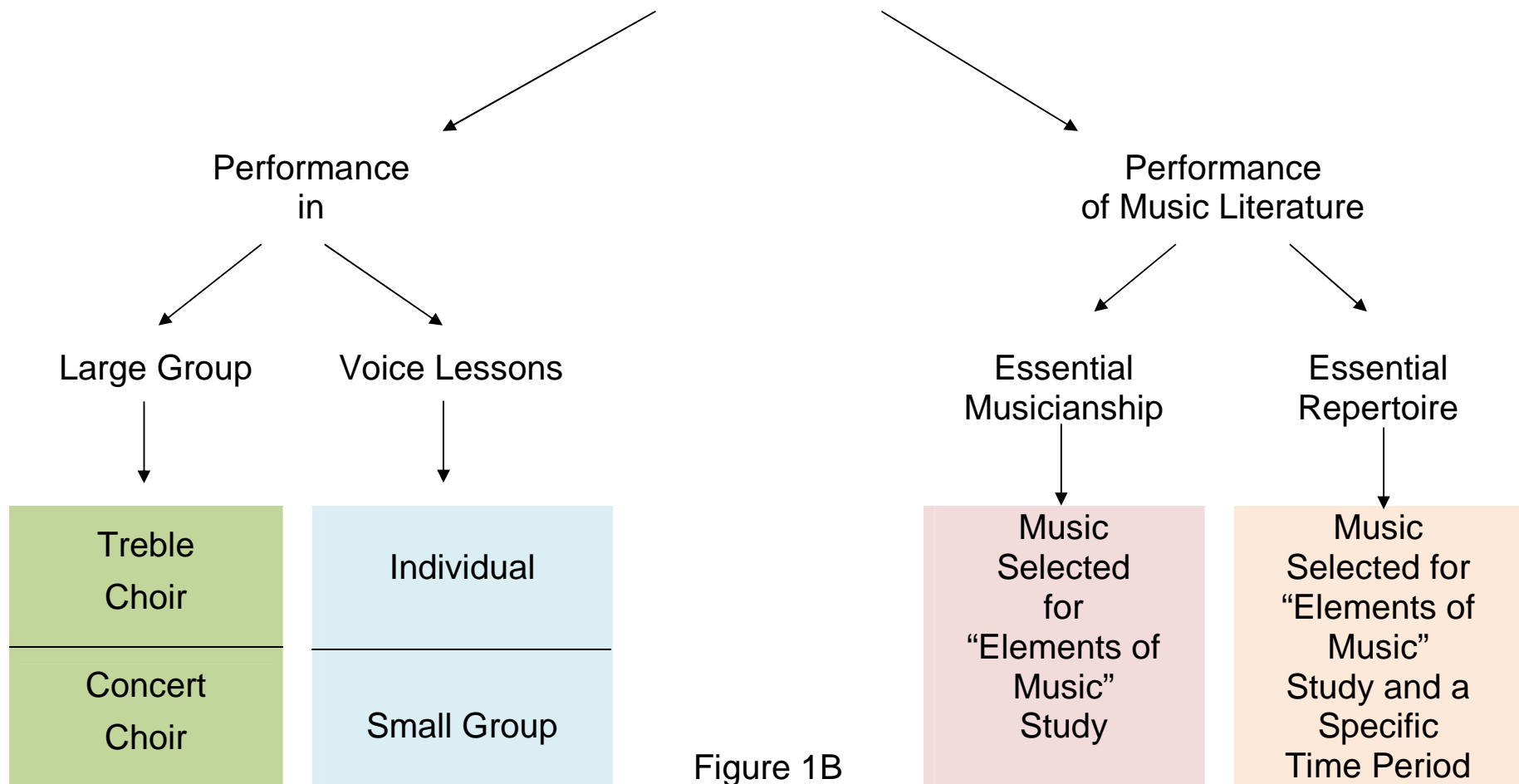


Figure 1B

WHAT STUDENTS NEED TO KNOW IN TREBLE CHOIR/CONCERT CHOIR AND INDIVIDUAL/SMALL GROUP LESSONS

Elements of Music	State Content Standard	State Performance Standard	
		Grades 9-10	Grades 11-12
1. Rhythm 2. Melody 3. Harmony 4. Form 5. Expression 6. Texture 7. Timbre	<u>Performance</u>		
	A: Singing →	A.12.3-A.12.5 →	A.12.6-A.12.8
	B: Instrumental* →	B.12.4 & B.12.5 →	B.12.4 & B.12.5
	<u>Creativity</u>		
	C: Improvisation* →	C.12.4-C.12.6 →	C.12.7 & C.12.8
	D: Composition*** →	D.12.4-D.12.6 →	D.12.7 & D.12.8
	<u>Literacy</u>		
	E: Reading and Notating →	E.12.4-E.12.6 →	E.12.7 & E.12.8
	<u>Response</u>		
	F: Analysis →	F.12.5-F.12.7 →	F.12.8-F.12.10
	G: Evaluation →	G.12.4 & G.12.5 →	G.12.6
	<u>Connections</u>		
	H: The Arts →	H.12.5-H.12.7 →	H.12.8 & H.12.9
	I: History and Culture →	I.12.4-I.12.6 →	I.12.7 & I.12.8
(see Figure 3 for the WI Content and Performance Standards for Learning in Music)			

*Instrumental Performance will be addressed in Keyboard Theory

**Improvisation will be addressed in Vocal Jazz and Keyboard Theory

***Composition will be addressed in Keyboard Theory

Figure 2

WISCONSIN'S MODEL ACADEMIC STANDARDS FOR MUSIC

Content Standard A: Singing

Performance Standards, grades 9-10

A.12.3 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of four on a scale of one to six, including some songs performed from memory.

A.12.4 Sing music written for four parts, with and without accompaniment.

A.12.5 Demonstrate well-developed ensemble skills.

Performance Standards, grades 11-12

A.12.6 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of five on a scale of one to six.

A.12.7 Sing music written in more than four parts.

A.12.8 Sing in small ensembles with one student on a part.

Content Standard B: Instrumental

B.12.4 Play their voice part on a melodic instrument

B.12.5 Play accompaniments on melodic, rhythmic, or harmonic instruments.

Content Standard C: Improvisation

Performance Standards, grades 9-10

C.12.4 Improvise stylistically appropriate harmonizing parts.

C.12.5 Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

C.12.6 Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

Performance Standards, grades 11-12

C.12.7 Improvise stylistically appropriate harmonizing parts in a variety of styles.

C.12.8 Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

Content Standard D: Composition

Performance Standards, grades 9-10

D.12.4 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

D.12.5 Arrange pieces for voices in ways that preserve or enhance the expressive effect of the music.

D.12.6 Compose and arrange music for voices and various accompaniment instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

Performance Standards, grades 11-12

D.12.7 Compose music, demonstrating imagination and technical skill in applying the principles of composition.

D.12.8 Demonstrate proficiency in the use of computer technology – notation and sequencing programs – to compose and arrange music for various vocal and instrumental ensembles and solos.

Content Standard E: Reading and Notation

Performance Standards, grades 9-10

E.12.4 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.

E.12.5 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six

E.12.6 Interpret nonstandard notation symbols used by some 20th century composers.

Performance Standards, grades 11-12

E.12.7 Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs.

E.12.8 Sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six.

Content Standard F: Analysis

Performance Standards, grades 9-10

F.12.5 Listen to and analyze examples of a varied repertoire of music, representing diverse genres and culture, by describing the uses of the elements of music and expressive devices.

F.12.6 Demonstrate knowledge of the technical vocabulary of music

F.12.7 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 and techniques.

Performance Standards, grades 11-12

F.12.8 Demonstrate the ability to perceive and remember music events by listening to and describing in detail significant events in a given example.

F.12.9 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.

F.12.10 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Content Standard G: Evaluate

Performance Standards, grades 9-10

G.12.4 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.

G.12.5 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Performance Standards, grades 11-12

G.12.6 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

Content Standard H: The Arts

Performance Standards, grades 9-10

H.12.5 Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

H.12.6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.

H.12.7 Explain how the principles and subject matter of various disciplines outside the arts interrelate with those in music.

Performance Standards, grades 11-12

H.12.8 Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.

H.12.9 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another.

Content Standard I: History & Culture

Performance Standards, grades 9-10

I.12.4 Classify music by culture or historical period based on characteristic styles or genres and justify their classification.

I.12.5 Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them.

I.12.6 Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements.

Performance Standards, grades 11-12

I.12.7 Identify and explain the stylistic features of a given work that define its aesthetic tradition and its historical or cultural context.

I.12.8 Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Figure 3

HOW STUDENTS WILL LEARN IN TREBLE CHOIR/CONCERT CHOIR AND INDIVIDUAL/SMALL GROUP LESSONS

	TEACHING STRATEGIES	ESSENTIAL LEARNING OUTCOMES
Declarative Knowledge (Foundation of Music)	1 – Introduction to the Time Periods 2 – “Music Dictionary 3 – “One Minute Theory”	A) Acquisition of Knowledge Students will achieve a higher level of music appreciation, skill achievement, and music independence by expanding their music foundation
Procedural/Contextual Knowledge (Applied Music)	4 – Large Group Literature “Elements of Music” Study 5 – Time Period Study 6 – Large Group Rehearsal 7 – Individual/Small Group Voice Lessons 8 – Individual Solo/Ensemble Timetable	B) Using Declarative Knowledge Appropriately Students will develop and demonstrate their basic understandings through the three modes of musical learning: <ul style="list-style-type: none"> • Performing • Creating • Responding

Figure 4

HOW TO MEASURE STUDENT ACHIEVEMENT IN TREBLE CHOIR/CONCERT CHOIR AND INDIVIDUAL/SMALL GROUP LESSONS

COMMON ASSESSMENTS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
C1 Short Answer Pretest C2 Music Skill Rubrics C3 Individual Voice Rubric	F1 Short Answer Quiz A) Short Answer B) Essay F2 Projects and Performance A) Checklists B) Rubrics C) Individual vocal performance recordings	S1 Tests A) Short Answer Posttest (C1) B) Short Answer/Essay Term Test S2 Performance Rubrics A) Music Skills (C2) B) Individual Voice (C3) C) District Solo/Ensemble Festival D) State Solo/Ensemble Festival E) Large Group Festival/Clinic F) Concert

Figure 5

Curriculum Map Overview of Figures 2-5

Teaching Strategy	Essential Learner Outcome/Line	Elements of Music	Content Standard	Performance Standard	Assessments and Term Timelines		
					Common/Term	Formative / Term	Summative / Term
1. Introduction to the Time Periods	A / Term 1	1-7	E F G H I	12.4 12.6 12.7 12.5 12.6 12.7 12.8 12.9 12.10 12.5 12.6 12.8 12.9 12.4 12.7	----	F-1A / Term 1	S-1B / Term 1
2. "Music Dictionary"	A / Term 1	1-7	F	12.6	----	F-1A / Term 1	S-1B / Term 1
3. "One Minute Theory" a. "Elements of music" study	A / 1 Term	1-3	E	12.4 12.6 12.7	C-1 / 1 Term	F-1A&F-2A / 1 Term	S-1A / 1 Term
b. Music skill practice	A / 1 Term	1-3	E	12.5 12.8	----	F-2A / 1 Term	----
4. Large Group Literature "Elements of Music" Study	B / Term 1-4	1-7	E F G I	12.4 12.6 12.7 12.5 12.6 12.7 12.8 12.10 12.6 12.4 12.7	----	F-2A / Term 1-4	S-1B / Term 1-4
5. Time Period Study	B / Term 1 or 4	1-7	E F G H I	12.4 12.6 12.7 12.5 12.6 12.7 12.8 12.9 12.10 12.5 12.6 12.5 12.6 12.7 12.9 12.4 12.5 12.6 12.7 12.8	----	F-1A&F-2A / Term 1 or 4	S-1B / Term 1 or 4
6. Large Group Rehearsal	B / Term 1-4	1-7	A E G	12.3 12.4 12.5 12.6 12.7 12.8 12.4 12.5 12.6 12.7 12.8 12.4 12.5	----	F-2AB / Term 1-4	S-2E / Term 3 or 4 S-2F / Term 2 & 4
7. Individual/Small Group Voice Lessons	B / Term 1-4	1-7	A E G	12.3 12.6 12.8 12.5 12.6 12.8 12.4 12.5	C-2&C-3 / Term 1	F-2A / Term 1-4 F-2C / Term 3 or 4	S-2A & S-2B / Term 4
8. Individual Solo/Ensemble Timetable a. Select literature of in-depth study	B / Term 1	1-7	A E G	12.3 12.6 12.5 12.8 12.5 12.6	----	F-2A / Term 1	----
b. Report on selected literature of in-depth study	B / Term 2	1-7	E F G H I	12.4 12.6 12.7 12.5 12.6 12.7 12.8 12.9 12.10 12.5 12.6 12.5 12.6 12.4 12.6 12.7 12.8	----	F-2A / Term 2	----
c. "Elements of music" study on selected literature of in-depth study	B / Term 2	1-7	E F G I	12.4 12.6 12.7 12.5 12.6 12.7 12.8 12.10 12.6 12.4 12.7	----	F-2A / Term 2	----
d. 1st performance of selected literature of in-depth study	B / Term 2	1-7	A G	12.3 12.6 12.4	----	F-2AB / Term 2	----
e. 2nd performance of selected literature of in-depth study	B / Term 3	1-7	A G	12.3 12.6 12.4	----	F-2AB / Term 3	----
f. 3rd performance of selected literature of in-depth study	B / Term 3 or 4	1-7	A G	12.3 12.6 12.4	----	----	S-2C / Term 3 or 4
g. 4th performance of selected literature of in-depth study	B / Term 4	1-7	A G	12.3 12.6 12.4	----	----	S-2D / Term 4

Declarative Knowledge
(Foundation of Music)

Procedural/Contextual Knowledge
(Applied Music)

Figure 6

CURRICULUM PLAN

TEACHING STRATEGY: INTRODUCTION TO THE TIME PERIODS

LARGE GROUP – TREBLE CHOIR & CONCERT CHOIR

<p>Content Standard E: Reading and Notation Performance Standards, grades 9-10 E.12.4 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.</p> <p>E.12.6 Interpret nonstandard notation symbols used by some 20th century composers.</p> <p>Performance Standards, grades 11-12 E.12.7 Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>Content Standard F: Analysis Performance Standards, grades 9-10 F.12.5 Listen to and analyze examples of a varied repertoire of music, representing divers genres and culture, by describing the uses of the elements of music and expressive devices.</p> <p>F.12.6 Demonstrate knowledge of the technical vocabulary of music</p> <p>F.12.7 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 and techniques.</p> <p>Performance Standards, grades 11-12 F.12.8 Demonstrate the ability to perceive and remember music events by listening to and describing in detail significant events in a given example.</p> <p>F.12.9 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.</p> <p>F.12.10 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.</p> <p>Content Standard G: Evaluate Performance Standards, grades 9-10 G.12.5 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p> <p>Performance Standards, grades 11-12 G.12.6 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.</p> <p>Content Standard H: The Arts Performance Standards, grades 9-10 H.12.5 Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.</p> <p>H.12.6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.</p> <p>Performance Standards, grades 11-12 H.12.8 Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.</p> <p>H.12.9 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another.</p> <p>Content Standard I: History & Culture Performance Standards, grades 9-10 I.12.4 Classify music by culture or historical period based on characteristic styles or genres and justify their classification.</p> <p>Performance Standards, grades 11-12 I.12.7 Identify and explain the stylistic features of a given work that define its aesthetic tradition and its historical or cultural contest.</p>	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td>X</td><td>Rhythm</td></tr><tr><td>X</td><td>Melody</td></tr><tr><td>X</td><td>Harmony</td></tr><tr><td>X</td><td>Form</td></tr><tr><td>X</td><td>Expression</td></tr><tr><td>X</td><td>Texture</td></tr><tr><td>X</td><td>Timbre</td></tr></table> <table><tr><th colspan="2">Strategy Content</th></tr><tr><td colspan="2">The “Introduction to the Time Periods” is an overview of the following eras of music: <i>Renaissance, Baroque, Classical, Romantic, and Contemporary</i></td></tr><tr><td colspan="2">The following outline will provide a topical guide to the essence of each time period:</td></tr><tr><td colspan="2"><ul style="list-style-type: none">• Life and times• Important figures• The arts</td></tr></table> <table><tr><th colspan="2">Assessment</th></tr><tr><td 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Figure 6-1

CURRICULUM PLAN
TEACHING STRATEGY: MUSIC DICTIONARY
LARGE GROUP – TREBLE CHOIR & CONCERT CHOIR

Content Standard F: Analysis Performance Standards, grades 9-10 F.12.6 Demonstrate knowledge of the technical vocabulary of music	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td><input checked="" type="checkbox"/></td><td>Rhythm</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Melody</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Harmony</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Form</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Expression</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Texture</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Timbre</td></tr></table>	Elements of Music		<input checked="" type="checkbox"/>	Rhythm	<input checked="" type="checkbox"/>	Melody	<input checked="" type="checkbox"/>	Harmony	<input checked="" type="checkbox"/>	Form	<input checked="" type="checkbox"/>	Expression	<input checked="" type="checkbox"/>	Texture	<input checked="" type="checkbox"/>	Timbre	<table><tr><th colspan="2">Time Frame</th></tr><tr><td><input checked="" type="checkbox"/></td><td>Term One</td></tr><tr><td><input type="checkbox"/></td><td>Term Two</td></tr><tr><td><input type="checkbox"/></td><td>Term Three</td></tr><tr><td><input type="checkbox"/></td><td>Term Four</td></tr></table>	Time Frame		<input checked="" type="checkbox"/>	Term One	<input type="checkbox"/>	Term Two	<input type="checkbox"/>	Term Three	<input type="checkbox"/>	Term Four
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Figure 6-2

CURRICULUM PLAN
TEACHING STRATEGY: ONE MINUTE THEORY (A. Elements of Music Study)
LARGE GROUP – TREBLE CHOIR & CONCERT CHOIR

Content Standard E: Reading and Notation Performance Standards, grades 9-10 E.12.4 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used. E.12.6 Interpret nonstandard notation symbols used by some 20 th century composers. Performance Standards, grades 11-12 E.12.7 Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs.	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td>X</td><td>Rhythm</td></tr><tr><td>X</td><td>Melody</td></tr><tr><td>X</td><td>Harmony</td></tr><tr><td></td><td>Form</td></tr><tr><td></td><td>Expression</td></tr><tr><td></td><td>Texture</td></tr><tr><td></td><td>Timbre</td></tr></table>	Elements of Music		X	Rhythm	X	Melody	X	Harmony		Form		Expression		Texture		Timbre	<table><tr><th colspan="2">Time Frame</th></tr><tr><td>X</td><td>Term One</td></tr><tr><td></td><td>Term Two</td></tr><tr><td></td><td>Term Three</td></tr><tr><td></td><td>Term Four</td></tr></table>	Time Frame		X	Term One		Term Two		Term Three		Term Four
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Figure 6-3a

CURRICULUM PLAN

TEACHING STRATEGY: ONE MINUTE THEORY (B. Music Skills Practice)

LARGE GROUP – TREBLE CHOIR & CONCERT CHOIR

Content Standard E: Reading and Notation Performance Standards, grades 9-10 E.12.5 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six. Performance Standards, grades 11-12 E.12.8 Sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six.	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td><div><div>X</div></div></td><td>Rhythm</td></tr><tr><td><div><div>X</div></div></td><td>Melody</td></tr><tr><td><div><div>X</div></div></td><td>Harmony</td></tr><tr><td><div><div></div></div></td><td>Form</td></tr><tr><td><div><div></div></div></td><td>Expression</td></tr><tr><td><div><div></div></div></td><td>Texture</td></tr><tr><td><div><div></div></div></td><td>Timbre</td></tr></table>	Elements of Music		<div><div>X</div></div>	Rhythm	<div><div>X</div></div>	Melody	<div><div>X</div></div>	Harmony	<div><div></div></div>	Form	<div><div></div></div>	Expression	<div><div></div></div>	Texture	<div><div></div></div>	Timbre	<table><tr><th colspan="2">Time Frame</th></tr><tr><td><div><div>X</div></div></td><td>Term One</td></tr><tr><td><div><div></div></div></td><td>Term Two</td></tr><tr><td><div><div></div></div></td><td>Term Three</td></tr><tr><td><div><div></div></div></td><td>Term Four</td></tr></table>	Time Frame		<div><div>X</div></div>	Term One	<div><div></div></div>	Term Two	<div><div></div></div>	Term Three	<div><div></div></div>	Term Four
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Figure 6-3b

CURRICULUM PLAN

TEACHING STRATEGY: LARGE GROUP LITERATURE “ELEMENTS OF MUSIC” STUDY

LARGE GROUP – TREBLE CHOIR & CONCERT CHOIR

<p>Content Standard E: Reading and Notation Performance Standards, grades 9-10 E.12.4 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used. E.12.6 Interpret nonstandard notation symbols used by some 20th century composers. Performance Standards, grades 11-12 E.12.7 Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>Content Standard F: Analysis Performance Standards, grades 9-10 F.12.5 Listen to and analyze examples of a varied repertoire of music, representing divers genres and culture, by describing the uses of the elements of music and expressive devices. F.12.6 Demonstrate knowledge of the technical vocabulary of music F.12.7 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 and techniques. Performance Standards, grades 11-12 F.12.8 Demonstrate the ability to perceive and remember music events by listening to and describing in detail significant events in a given example. F.12.10 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.</p> <p>Content Standard G: Evaluate Performance Standards, grades 9-10 Performance Standards, grades 11-12 G.12.6 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.</p> <p>Content Standard I: History and Culture Performance Standards, grades 9-10 I.12.4 Classify music by culture or historical period based on characteristic styles or genres and justify their classification. Performance Standards, grades 11-12 I.12.7 Identify and explain the stylistic features of a given work that define its aesthetic tradition and its historical or cultural contest.</p>	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td>X</td><td>Rhythm</td></tr><tr><td>X</td><td>Melody</td></tr><tr><td>X</td><td>Harmony</td></tr><tr><td>X</td><td>Form</td></tr><tr><td>X</td><td>Expression</td></tr><tr><td>X</td><td>Texture</td></tr><tr><td>X</td><td>Timbre</td></tr></table>	Elements of Music		X	Rhythm	X	Melody	X	Harmony	X	Form	X	Expression	X	Texture	X	Timbre	<table><tr><th>Time Frame</th></tr><tr><td>X Term One</td></tr><tr><td>X Term Two</td></tr><tr><td>X Term Three</td></tr><tr><td>X Term Four</td></tr></table>	Time Frame	X Term One	X Term Two	X Term Three	X Term Four
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X Term Four																							
	<p>Strategy Content</p> <p>Essential Musicianship and Essential Repertoire vocal music literature is selected for the in-depth study of the music elements.</p>	<p>Strategy Action</p> <p>This action plan is the study of three vocal pieces per term.</p>																					
	<p>Assessment</p> <p>Completion checklist Term test</p>	<p>Essential Learning Outcome</p> <p>Students will apply gained knowledge of the music fundamentals through performing and responding to music.</p>																					

Figure 6-4

CURRICULUM PLAN

TEACHING STRATEGY: TIME PERIOD STUDY

LARGE GROUP – TREBLE CHOIR & CONCERT CHOIR

<p>Content Standard E: Reading and Notation Performance Standards, grades 9-10 E.12.4 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.</p> <p>E.12.6 Interpret nonstandard notation symbols used by some 20th century composers.</p> <p>Performance Standards, grades 11-12 E.12.7 Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>Content Standard F: Analysis Performance Standards, grades 9-10 F.12.5 Listen to and analyze examples of a varied repertoire of music, representing divers genres and culture, by describing the uses of the elements of music and expressive devices.</p> <p>F.12.6 Demonstrate knowledge of the technical vocabulary of music</p> <p>F.12.7 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 and techniques.</p> <p>Performance Standards, grades 11-12 F.12.8 Demonstrate the ability to perceive and remember music events by listening to and describing in detail significant events in a given example.</p> <p>F.12.9 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.</p> <p>F.12.10 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.</p> <p>Content Standard G: Evaluate Performance Standards, grades 9-10 G.12.5 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p> <p>Performance Standards, grades 11-12 G.12.6 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.</p> <p>Content Standard H: The Arts Performance Standards, grades 9-10 H.12.5 Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.</p> <p>H.12.6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.</p> <p>Performance Standards, grades 11-12 H.12.8 Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.</p> <p>H.12.9 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another.</p> <p>Content Standard I: History & Culture Performance Standards, grades 9-10 I.12.4 Classify music by culture or historical period based on characteristic styles or genres and justify their classification.</p> <p>I.12.5 Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them.</p> <p>I.12.6 Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements.</p> <p>Performance Standards, grades 11-12 I.12.7 Identify and explain the stylistic features of a given work that define its aesthetic tradition and its historical or cultural contest.</p>	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td>X</td><td>Rhythm</td></tr><tr><td>X</td><td>Melody</td></tr><tr><td>X</td><td>Harmony</td></tr><tr><td>X</td><td>Form</td></tr><tr><td>X</td><td>Expression</td></tr><tr><td>X</td><td>Texture</td></tr><tr><td>X</td><td>Timbre</td></tr></table>	Elements of Music		X	Rhythm	X	Melody	X	Harmony	X	Form	X	Expression	X	Texture	X	Timbre
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Figure 6-5

CURRICULUM PLAN

TEACHING STRATEGY: LARGE GROUP REHEARSAL

LARGE GROUP – TREBLE CHOIR AND CONCERT CHOIR

<p>Content Standard A: Singing Performance Standards, grades 9-10 A.12.3 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of four on a scale of one to six, including some songs performed from memory. A.12.4 Sing music written for four parts, with and without accompaniment. A.12.5 Demonstrate well-developed ensemble skills.</p> <p>Performance Standards, grades 11-12 A.12.6 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of five on a scale of one to six. A.12.7 Sing music written in more than four parts. A.12.8 Sing in small ensembles with one student on a part.</p> <p>Content Standard E: Reading and Notation Performance Standards, grades 9-10 E.12.4 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used. E.12.5 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six E.12.6 Interpret nonstandard notation symbols used by some 20th century composers.</p> <p>Performance Standards, grades 11-12 E.12.7 Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs. E.12.8 Sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six.</p> <p>Content Standard G: Evaluate Performance Standards, grades 9-10 G.12.4 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. G.12.5 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p>	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td>X</td><td>Rhythm</td></tr><tr><td>X</td><td>Melody</td></tr><tr><td>X</td><td>Harmony</td></tr><tr><td>X</td><td>Form</td></tr><tr><td>X</td><td>Expression</td></tr><tr><td>X</td><td>Texture</td></tr><tr><td>X</td><td>Timbre</td></tr></table>	Elements of Music		X	Rhythm	X	Melody	X	Harmony	X	Form	X	Expression	X	Texture	X	Timbre	<table><tr><th colspan="2">Time Frame</th></tr><tr><td>X</td><td>Term One</td></tr><tr><td>X</td><td>Term Two</td></tr><tr><td>X</td><td>Term Three</td></tr><tr><td>X</td><td>Term Four</td></tr></table>	Time Frame		X	Term One	X	Term Two	X	Term Three	X	Term Four
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Figure 6-6

CURRICULUM PLAN

TEACHING STRATEGY: INDIVIDUAL/SMALL GROUP VOICE LESSONS

TREBLE CHOIR AND CONCERT CHOIR

<p>Content Standard A: Singing Performance Standards, grades 9-10 A.12.3 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of four on a scale of one to six, including some songs performed from memory. Performance Standards, grades 11-12 A.12.6 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of five on a scale of one to six. A.12.8 Sing in small ensembles with one student on a part.</p> <p>Content Standard E: Reading and Notation Performance Standards, grades 9-10 E.12.5 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six E.12.6 Interpret nonstandard notation symbols used by some 20th century composers. Performance Standards, grades 11-12 E.12.8 Sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six.</p> <p>Content Standard G: Evaluate Performance Standards, grades 9-10 G.12.4 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. G.12.5 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models</p>	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td>X</td><td>Rhythm</td></tr><tr><td>X</td><td>Melody</td></tr><tr><td>X</td><td>Harmony</td></tr><tr><td>X</td><td>Form</td></tr><tr><td>X</td><td>Expression</td></tr><tr><td>X</td><td>Texture</td></tr><tr><td>X</td><td>Timbre</td></tr></table>	Elements of Music		X	Rhythm	X	Melody	X	Harmony	X	Form	X	Expression	X	Texture	X	Timbre	<table><tr><th colspan="2">Time Frame</th></tr><tr><td>X</td><td>Term One</td></tr><tr><td>X</td><td>Term Two</td></tr><tr><td>X</td><td>Term Three</td></tr><tr><td>X</td><td>Term Four</td></tr></table>	Time Frame		X	Term One	X	Term Two	X	Term Three	X	Term Four
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	<p>Assessment</p> <p>Checklist</p> <ul style="list-style-type: none">• Participation• Vocal technique <p>Rubric</p> <ul style="list-style-type: none">• Music Skills• Individual Voice• Rehearsal• Performance <p>Performing Recording</p>	<p>Essential Learning Outcome</p> <p>Students will apply gained knowledge of the music fundamentals through performing and responding to music.</p>																										

Figure 6-7

CURRICULUM PLAN
TEACHING STRATEGY: INDIVIDUAL SOLO/ENSEMBLE TIMETABLE
(A. Select literature of in-depth study)
TREBLE CHOIR AND CONCERT CHOIR

<p>Content Standard A: Singing Performance Standards, grades 9-10 A.12.3 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of four on a scale of one to six, including some songs performed from memory.</p> <p>Performance Standards, grades 11-12 A.12.6 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of five on a scale of one to six.</p>	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td><input checked="" type="checkbox"/></td><td>Rhythm</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Melody</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Harmony</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Form</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Expression</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Texture</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Timbre</td></tr></table>	Elements of Music		<input checked="" type="checkbox"/>	Rhythm	<input checked="" type="checkbox"/>	Melody	<input checked="" type="checkbox"/>	Harmony	<input checked="" type="checkbox"/>	Form	<input checked="" type="checkbox"/>	Expression	<input checked="" type="checkbox"/>	Texture	<input checked="" type="checkbox"/>	Timbre	<table><tr><th colspan="2">Time Frame</th></tr><tr><td><input checked="" type="checkbox"/></td><td>Term One</td></tr><tr><td><input type="checkbox"/></td><td>Term Two</td></tr><tr><td><input type="checkbox"/></td><td>Term Three</td></tr><tr><td><input type="checkbox"/></td><td>Term Four</td></tr></table>	Time Frame		<input checked="" type="checkbox"/>	Term One	<input type="checkbox"/>	Term Two	<input type="checkbox"/>	Term Three	<input type="checkbox"/>	Term Four
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	<p>Content Standard G: Evaluate Performance Standards, grades 9-10 G.12.5 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p> <p>G.12.6 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.</p>	<p>Assessment</p> <p>Completion Checklist</p>	<p>Essential Learning Outcome</p> <p>Students will apply gained knowledge of the music fundamentals through responding to music.</p>																									

Figure 6-8a

CURRICULUM PLAN

TEACHING STRATEGY: INDIVIDUAL SOLO/ENSEMBLE TIMETABLE

(B. Report on selected literature of in-depth study)

TREBLE CHOIR AND CONCERT CHOIR

Content Standard E: Reading and Notation

Performance Standards, grades 9-10

E.12.4 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.

E.12.6 Interpret nonstandard notation symbols used by some 20th century composers.

Performance Standards, grades 11-12

E.12.7 Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs.

Content Standard F: Analysis

Performance Standards, grades 9-10

F.12.5 Listen to and analyze examples of a varied repertoire of music, representing diverse genres and culture, by describing the uses of the elements of music and expressive devices.

F.12.6 Demonstrate knowledge of the technical vocabulary of music

F.12.7 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 and techniques.

Performance Standards, grades 11-12

F.12.8 Demonstrate the ability to perceive and remember music events by listening to and describing in detail significant events in a given example.

F.12.9 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.

F.12.10 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Content Standard G: Evaluate

Performance Standards, grades 9-10

G.12.5 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Performance Standards, grades 11-12

G.12.6 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

Content Standard H: The Arts

Performance Standards, grades 9-10

H.12.5 Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

H.12.6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.

Content Standard I: History & Culture

Performance Standards, grades 9-10

I.12.4 Classify music by culture or historical period based on characteristic styles or genres and justify their classification.

I.12.6 Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements.

Performance Standards, grades 11-12

I.12.7 Identify and explain the stylistic features of a given work that define its aesthetic tradition and its historical or cultural context.

I.12.8 Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Elements of Music

<input checked="" type="checkbox"/>	Rhythm
<input checked="" type="checkbox"/>	Melody
<input checked="" type="checkbox"/>	Harmony
<input checked="" type="checkbox"/>	Form
<input checked="" type="checkbox"/>	Expression
<input checked="" type="checkbox"/>	Texture
<input checked="" type="checkbox"/>	Timbre

Time Frame

<input type="checkbox"/>	Term One
<input checked="" type="checkbox"/>	Term Two
<input type="checkbox"/>	Term Three
<input type="checkbox"/>	Term Four

Strategy Content

Essential Repertoire literature of in-depth study

- Student selected
- Included on the WSMA Vocal Music Festival List

Strategy Action

Treble Choir and Concert Choir members will research and complete the following report outline on their selected literature of in-depth study:

- Composer of lyrics and music
- Specific time period information
- Music definitions
- Connection of text to the music elements
- Relate music to the other arts

Assessment

Completion Checklist

Essential Learning Outcome

Students will apply gained knowledge of the music fundamentals through responding to music.

Figure 6-8b

CURRICULUM PLAN

TEACHING STRATEGY: INDIVIDUAL SOLO/ENSEMBLE TIMETABLE

(C. “Elements of Music” study on selected literature of in-depth study)

TREBLE CHOIR AND CONCERT CHOIR

<p>Content Standard E: Reading and Notation Performance Standards, grades 9-10 E.12.4 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used. E.12.6 Interpret nonstandard notation symbols used by some 20th century composers. Performance Standards, grades 11-12 E.12.7 Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>Content Standard F: Analysis Performance Standards, grades 9-10 F.12.5 Listen to and analyze examples of a varied repertoire of music, representing divers genres and culture, by describing the uses of the elements of music and expressive devices. F.12.6 Demonstrate knowledge of the technical vocabulary of music F.12.7 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 and techniques. Performance Standards, grades 11-12 F.12.8 Demonstrate the ability to perceive and remember music events by listening to and describing in detail significant events in a given example. F.12.9 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. F.12.10 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.</p> <p>Content Standard G: Evaluate Performance Standards, grades 9-10 G.12.6 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.</p> <p>Content Standard I: History & Culture Performance Standards, grades 9-10 I.12.4 Classify music by culture or historical period based on characteristic styles or genres and justify their classification. Performance Standards, grades 11-12 I.12.7 Identify and explain the stylistic features of a given work that define its aesthetic tradition and its historical or cultural contest.</p>	<table><tr><th colspan="2">Elements of Music</th></tr><tr><td><input checked="" type="checkbox"/></td><td>Rhythm</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Melody</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Harmony</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Form</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Expression</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Texture</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Timbre</td></tr></table>	Elements of Music		<input checked="" type="checkbox"/>	Rhythm	<input checked="" type="checkbox"/>	Melody	<input checked="" type="checkbox"/>	Harmony	<input checked="" type="checkbox"/>	Form	<input checked="" type="checkbox"/>	Expression	<input checked="" type="checkbox"/>	Texture	<input checked="" type="checkbox"/>	Timbre	<table><tr><th colspan="2">Time Frame</th></tr><tr><td><input type="checkbox"/></td><td>Term One</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Term Two</td></tr><tr><td><input type="checkbox"/></td><td>Term Three</td></tr><tr><td><input type="checkbox"/></td><td>Term Four</td></tr></table>	Time Frame		<input type="checkbox"/>	Term One	<input checked="" type="checkbox"/>	Term Two	<input type="checkbox"/>	Term Three	<input type="checkbox"/>	Term Four
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Completion Checklist																												
Essential Learning Outcome																												
Students will apply gained knowledge of the music fundamentals through responding to music.																												

Figure 6-8c

CURRICULUM PLAN

TEACHING STRATEGY: INDIVIDUAL SOLO/ENSEMBLE TIMETABLE

(D-G. Performance of literature of in-depth study) TREBLE CHOIR AND CONCERT CHOIR

Content Standard A: Singing

Performance Standards, grades 9-10

A.12.3 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of four on a scale of one to six, including some songs performed from memory.

Performance Standards, grades 11-12

A.12.6 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of five on a scale of one to six.

Content Standard G: Evaluate

Performance Standards, grades 9-10

G.12.4 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.

Figure 6-8d-g

Elements of Music

X	Rhythm
X	Melody
X	Harmony
X	Form
X	Expression
X	Texture
X	Timbre

Time Frame

	Term One
X	Term Two
X	Term Three
X	Term Four

Strategy Content

Essential Repertoire literature of in-depth study

- Student selected
- Included on the WSMA Vocal Music Festival List

Strategy Action

Treble Choir and Concert Choir members will perform their selected literature of in-depth study:

- 1st Performance during a vocal lesson for a vocal music instructor
- 2nd Performance during a vocal lesson for a vocal music instructor
- 3^d Performance at District Solo/Ensemble Festival (optional)
- 4th performance at State Solo/Ensemble Festival for students who receive a 1st rating at district level (optional)

Assessment

Completion Checklist

- 1st Performance
- 2nd Performance

Rehearsal Rubric

- 1st Performance
- 2nd Performance

Performance Rubric

- 3rd Performance
- 4th Performance

Essential Learning Outcome

Students will apply gained knowledge of the music fundamentals through performing and responding to music.

Instructional Strategies and Assessment Information

Curriculum and assessment are connected by the teaching and learning that takes place day to day and year to year. The improvement of integrated language arts achievement for all students requires effective teaching in all classrooms. Effective teaching means that students use a variety of processes to deepen their understanding, engage in thoughtful conversations and reflection, and connect previous learning and strategies to new knowledge. These processes on the following pages will be used in classrooms across the District.

Vocabulary Instruction

A SIX-STEP PROCESS FOR TEACHING ACADEMIC VOCABULARY

1. Provide a description, explanation or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the term or phrase.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

Source: *Building Academic Vocabulary*, Marzano and Pickering, ASCD, 2005.



Music Curriculum

2009-10

Appendix



Appendix A	Wisconsin Model Academic Standards for Music	Page 148-157
Appendix B	Blooms Taxonomy	Page 158-159
Appendix C	Glossary of Terms	Page 160-162
Appendix D	District Policy on Use of Sacred Music	Page 163
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Appendix F	Sample K-12 Common Assessments	Page 166-172
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WISCONSIN'S MODEL ACADEMIC STANDARDS FOR MUSIC

PERFORMANCE A: SINGING

By the End of Grade 4

Students in general music classes will: A.4.1. Sing independently, on pitch, and in rhythm with appropriate timbre, diction, and posture, and maintain a steady tempo A.4.2 Sing expressively with appropriate dynamics, phrasing, and interpretation A.4.3 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures A.4.4 Sing ostinati,* partner songs, and rounds A.4.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor	Students in instrumental classes will: A.4.6 Sing on pitch using neutral syllables, note names, or solfege** A.4.7 Sing with rhythmic accuracy
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By the End of Grade 8

Students in general music classes will: A.8.1 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles A.8.2 Sing expressively and with technical accuracy a repertoire of vocal literature with a level of difficulty of two on a scale of one to six,* including some songs performed from memory A.8.3 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed A.8.4 Sing music written in two and three parts	Students in choral classes will: A.8.5 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles A.8.6 Sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of three on a scale of one to six,* including some songs performed from memory A.8.7 Sing music written in two, three, and four parts A.8.8 Sing music representing diverse genres and cultures, with expression appropriate for the music
Students in instrumental classes will: A.8.9 Sing accurately and with good breath control, alone and/or in small and large ensembles A.8.10 Sing with expression and technical accuracy A.8.11 Sing music written in two and three parts	

By the End of Grade 12

Students in general music classes will: A.12.1 Sing expressively, with technical and stylistic accuracy, a varied repertoire of music A.12.2 Demonstrate effective use of ensemble skills such as balance, intonation, rhythmic unity, and part singing when performing as part of a group	Students in choral classes who have completed one year of study will: A.12.3 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of four on a scale of one to six,* including some songs performed from memory A.12.4 Sing music written for four parts, with and without accompaniment A.12.5 Demonstrate well-developed ensemble skills
Students in choral classes who have completed more than one year of study will: A.12.6 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of five on a scale of one to six* A.12.7 Sing music written in more than four parts A.12.8 Sing in small ensembles with one student on a part	Students in instrumental classes will: A.12.9 Demonstrate well-developed ensemble skills

B: INSTRUMENTAL

By the End of Grade 4

Students in general music classes will: B.4.1 Play on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo B.4.2 Play easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments B.4.3 Play expressively a varied repertoire of music representing diverse genres and styles B.4.4 Echo short rhythmic and melodic patterns B.4.5 Play in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor B.4.6 Play independent instrumental parts while other students sing or play contrasting parts	Students in instrumental classes will: B.4.7 Perform on at least one instrument, alone and in small groups and large ensembles, with correct posture and playing position B.4.8 Perform a repertoire of instrumental literature with a level of difficulty of one on a scale of one to six,* using dynamic control and demonstrating a basic understanding of key and time signatures B.4.9 Perform independently against contrasting parts B.4.10 Demonstrate basic characteristic tone on their instrument
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By the End of Grade 8

Students in general music classes will: B.8.1 Perform on at least one classroom instrument accurately and independently, alone and in small and large ensembles, and with good posture, good playing position, and good breath, bow, or stick control B.8.2 Perform, with expression and technical accuracy on at least one classroom instrument, a repertoire of instrumental literature with a level of difficulty of two on a scale of one to six* B.8.3 Perform music representing diverse genres and cultures, with appropriate expression B.8.4 Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument	Students in choral classes will: B.8.5 Play accurately and independently on a classroom instrument, alone and in small and large ensembles B.8.6 Play music representing diverse genres and cultures, with expression appropriate for the music B.8.7 Play simple melodies and accompaniments on an instrument
Students in instrumental classes will: B.8.8 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, and with good posture, good playing position, and good breath, bow, or stick control B.8.9 Perform, with expression and technical accuracy on a band or orchestral instrument, a repertoire of instrumental literature with a level of difficulty of three on a scale of one to six* B.8.10 Perform music representing diverse genres and cultures, with appropriate expression and style* B.8.11 Play by ear simple melodies on a band or orchestral instrument	

By the End of Grade 12

Students in general music classes will: B.12.1 Play a varied repertoire of music expressively and with technical and stylistic accuracy on a classroom instrument B.12.2 Play on a classroom instrument, using ensemble skills such as balance, intonation, rhythmic unity, and independence when performing in a group B.12.3 Play by ear accompaniments on a harmonic instrument while singing or playing the melody	Students in choral classes will: B.12.4 Play their voice part on a melodic instrument B.12.5 Play accompaniments on melodic, rhythmic, or harmonic instruments
Students in instrumental classes who have completed one year of study will: B.12.6 Perform, with expression and technical accuracy, a large and varied repertoire of instrumental literature with a level of difficulty of four on a scale of one to six* B.12.7 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills B.12.8 Perform in small ensembles	Students in instrumental classes who have completed more than one year of study will: B.12.9 Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of five, on a scale of one to six*

MUSIC CREATIVITY C: IMPROVISATION

By the End of Grade 4

Students in general music classes will: C.4.1 Improvise in the same style <i>answers</i> to given rhythmic and melodic <i>questions</i> C.4.2 Improvise simple rhythmic and melodic ostinato* accompaniments C.4.3 Improvise simple rhythmic variations and melodic embellishments on given pentatonic** melodies C.4.4 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means	Students in instrumental classes will: C.4.5 Echo simple rhythmic and melodic patterns C.4.6 Play and embellish simple melodies by ear
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By the End of Grade 8

Students in general music classes will: C.8.1 Improvise simple harmonic accompaniments C.8.2 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic* melodies and melodies in major keys C.8.3 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality	Students in choral classes will: C.8.4 Improvise simple harmonic accompaniments C.8.5 Improvise simple rhythmic variations and simple melodic embellishments on given pentatonic* melodies and melodies in major keys C.8.6 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality
Students in instrumental classes will: C.8.7 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic* melodies, blues melodies, and melodies in major and/or minor keys C.8.8 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality	

By the End of Grade 12

Students in general music classes will: C.12.1 Improvise stylistically appropriate harmonizing parts C.12.2 Improvise rhythmic and melodic variations on given pentatonic* melodies and melodies in major and minor keys C.12.3 Improvise original melodies over given chord progressions, each in a variety of styles (such as classical, blues, standard pop songs, folk, gospel), meter (such as duple or triple), and tonality	Students in choral classes who have completed one year of study will: C.12.4 Improvise stylistically appropriate harmonizing parts C.12.5 Improvise rhythmic and melodic variations on given pentatonic* melodies and melodies in major and minor keys C.12.6 Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality
Students in choral classes who have completed more than one year of study will: C.12.7 Improvise stylistically appropriate harmonizing parts in a variety of styles C.12.8 Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality	Students in instrumental classes who have completed one year of study will: C.12.9 Improvise rhythmic and melodic variations on given pentatonic* melodies and melodies in major and minor keys C.12.10 Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality Students in instrumental classes who have completed more than one year of study will: C.12.11 Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

D: COMPOSITION

By the End of Grade 4

Students in general music classes will: D.4.1 Create and arrange music to accompany readings and dramatizations D.4.2 Create and arrange short songs and instrumental pieces within specified guidelines D.4.3 Use a variety of sound sources when composing and arranging	Students in instrumental classes will: D.4.4 Explore, in large group settings, compositional devices using sound effects D.4.5 Compose simple melodies for their own instrument
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By the End of Grade 8

Students in general music classes will: D.8.1 Compose short pieces within specified guidelines, demonstrating the use of the elements of music D.8.2 Arrange simple pieces for voices or instruments other than those for which the pieces were written D.8.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging	Students in choral classes will: D.8.4 Compose short pieces within specified guidelines, demonstrating the use of the elements of music D.8.5 Arrange simple pieces for voices and instruments other than those for which the pieces were written D.8.6 Use traditional or nontraditional notation to represent compositions or arrangements D.8.7 Use a variety of sound sources and electronic media when composing and arranging
Students in instrumental classes will: D.8.8 Compose short pieces within specific guidelines, demonstrating use of the elements of music D.8.9 Arrange simple pieces for two or more instruments from a concert key, demonstrating spacing of voices and balance D.8.10 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging	

By the End of Grade 12

Students in general music classes will: D.12.1 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect D.12.2 Arrange simple pieces for acoustic or electronic instruments D.12.3 Use computer and electronic technology in composing and arranging music	Students in choral classes who have completed one year of study will: D.12.4 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect D.12.5 Arrange pieces for voices in ways that preserve or enhance the expressive effect of the music D.12.6 Compose and arrange music for voices and various accompaniment instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources
Students in choral classes who have completed more than one year of study will: D.12.7 Compose music, demonstrating imagination and technical skill in applying the principles of composition D.12.8 Demonstrate proficiency in the use of computer technology--notation and sequencing programs--to compose and arrange music for various vocal and instrumental ensembles and solos	Students in instrumental classes who have completed one year of study will: D.12.9 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect D.12.10 Arrange pieces for instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music D.12.11 Compose and arrange music for instruments other than their own, demonstrating knowledge of the ranges and traditional uses of the sound sources Students in instrumental classes who have completed more than one year of study will: D.12.12 Compose music, demonstrating imagination and technical skill in applying the principles of composition D.12.13 Demonstrate proficiency in the use of computer technology--notation and sequencing programs--to compose and arrange music for instruments

MUSIC LITERACY E: READING AND NOTATING

By the End of Grade 4

Students in general music classes will: E.4.1 Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures E.4.2 Use a system (syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys E.4.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing E.4.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in pattern and/or song	Students in instrumental classes will: E.4.5 Invent a system of nontraditional music notation E.4.6 Read whole, half, quarter, and eighth notes in 2/4, 3/4, 4/4 meter signatures E.4.7 Recognize standard musical symbols of pitch, rhythm, dynamics, and articulation
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By the End of Grade 8

Students in general music classes will: E.8.1 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve (2/2) meter signatures E.8.2 Sight-read simple melodies in both the treble and bass clefs E.8.3 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression E.8.4 Use standard notation and nontraditional notation to record their musical idea and the musical ideas of others	Students in choral classes will: E.8.5 Read notation sufficiently to perform simple melodies or rhythms accurately after practice Use a system (syllables, numbers, or letters) to sight-read simple melodies in both the treble and bass clefs, accurately and expressively, with a level of difficulty of two on a scale of one to six* E.8.7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression E.8.8 Use standard notation to record musical ideas
Students in instrumental classes will: E.8.9 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 3/8, and alla breve (2/2) meter signatures E.8.10 Sight-read simple melodies in the treble and/or bass clefs E.8.11 Identify and define standard notation symbols for pitch, rhythm, dynamic, tempo, articulation, and expression E.8.12 Use standard notation to record their musical ideas and the musical ideas of others E.8.13 Sight-read, accurately and expressively, music with a level of difficulty of two on a scale of one to six*	

By the End of Grade 12

Students in general music classes will: E.12.1 Continue to use standard and nontraditional notation to record their musical ideas and the musical ideas of others E.12.2 Read and notate chord symbols on harmonic classroom instruments E.12.3 Read an instrumental or vocal score of up to four staves	Students in choral classes who have completed one year of study will: E.12.4 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used E.12.5 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six* E.12.6 Interpret nonstandard notation symbols used by some 20th century composers <i>* In music education, musical pieces are rated on a scale of difficulty from one to six</i>
Students in choral classes who have completed more than one year of study will: E.12.7 Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs E.12.8 Sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six*	Students in instrumental classes who have completed one year of study will: E.12.9 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used E.12.10 Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six* E.12.11 Interpret nonstandard notation symbols used by some 20th century composers Students in instrumental classes who have completed more than one year of study will: E.12.12 Demonstrate the ability to read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs E.12.13 Sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six*

MUSIC RESPONSE F: ANALYSIS

By the End of Grade 4	
Students in general music classes will: F.4.1 Identify phrases and sections of music that are the same, similar, and/or different F.4.2 Identify simple music forms upon listening to a given example F.4.3 Demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures F.4.4 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances F.4.5 Identify the sounds of a variety of instruments, including many orchestra and band instruments and instruments from various cultures, as well as male and female adult voices F.4.6 Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music	Students in instrumental classes will: F.4.7 Identify sounds of various band and orchestra instruments F.4.8 Identify simple musical devices, such as form, contrast, and texture
By the End of Grade 8	
Students in general music classes will: F.8.1 Describe specific musical events upon listening to a given example, using appropriate terminology F.8.2 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions and their application in analyzing written and/or aural examples of music F.8.3 Analyze and compare the use of the elements of music upon listening to examples representing diverse genres and cultures	Students in choral classes will: F.8.4 Identify and discuss commonly used musical forms (such as AB [binary] and ABA [ternary], rondo, theme and variations, and fugue) F.8.5 Listen to and describe specific music events in a given example, using appropriate terminology F.8.6 Analyze the uses of elements of music upon listening to given examples representing diverse genres and cultures F.8.7 Identify and describe stylistic elements heard in folk, popular, and nonwestern music
Students in instrumental classes will: F.8.8 Listen to and describe specific music events in a given example, using appropriate terminology F.8.9 Listen to and analyze the uses of the elements of music in examples representing diverse genres and cultures F.8.10 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music	
By the End of Grade 12	
Students in general music classes will: F.12.1 Analyze the elements of music and expressive devices used in music from diverse genres and cultures upon listening to a given musical example F.12.2 Understand the technical vocabulary of music (such as Italian terms, form, harmony, and tempo markings) F.12.3 Identify and explain compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work F.12.4 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive	Students in choral classes who have completed one year of study will: F.12.5 Listen to and analyze examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices F.12.6 Demonstrate extensive knowledge of the technical vocabulary of music F.12.7 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques
Students in choral classes who have completed more than one year of study will: F.12.8 Demonstrate the ability to perceive and remember music events by listening to and describing in detail significant events in a given example F.12.9 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 F.12.10 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive	Students in instrumental classes who have completed one year of study will: F.12.11 Listen to and analyze examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices F.12.12 Demonstrate extensive knowledge of the technical vocabulary of music F.12.13 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques
Students in instrumental classes who have completed more than one year of study will: F.12.14 Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given example F.12.15 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 F.12.16 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive	

G: EVALUATION

By the End of Grade 4

Students in general music classes will: G.4.1 Devise criteria for evaluating performances and compositions G.4.2 Explain, using appropriate music terminology, personal preferences for specific musical works and styles G.4.3 Evaluate the quality of their own and other performances and offer constructive suggestions for improvement	Students in instrumental classes will: G.4.4 Evaluate the quality of their own performance and the performance of others G.4.5 Contribute constructive suggestions for improvement
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By the End of Grade 8

Students in general music classes will: G.8.1 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria to their personal listening, composing, and performing G.8.2 Evaluate the quality and effectiveness of their own and other performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and will offer constructive suggestions for improvement	Students in choral classes will: G.8.3 Know specific criteria that affect the quality and effectiveness of musical performances and compositions G.8.4 Evaluate the quality and effectiveness of their own and others' performances and offer constructive suggestions for improvement
Students in instrumental classes will: G.8.5 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their listening, composing, and performing G.8.6 Evaluate the quality and effectiveness of their own and other performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement	

By the End of Grade 12

Students in general music classes will: G.12.1 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 personal participation in music G.12.2 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models G.12.3 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means used to evoke feelings and emotions	Students in choral classes who have completed one year of study will: G.12.4 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 G.12.5 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary model Students in choral classes who have completed more than one year of study will: G.12.6 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions
Students in instrumental classes who have completed one year of study will: G.12.7 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 G.12.8 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models	Students in instrumental classes who have completed <u>more than one year</u> of study will: G.12.9 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

MUSIC CONNECTIONS H: THE ARTS

By the End of Grade 4

Students in general music classes will: H.4.1 Identify similarities and differences in the meanings of common terms used in the various arts H.4.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	Students in instrumental classes will: H.4.3 Identify terms common in the arts, such as texture, color, form, and movement H.4.4 Recognize the relationship of music to principles in other disciplines
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By the End of Grade 8

Students in general music classes will: H.8.1 Compare how the characteristic media of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art H.8.2 Compare the terminology and contrasting definitions used for various artistic elements in each of two or more arts H.8.3 Describe how the principles and subject matter of other school disciplines	Students in choral classes will: H.8.4 Compare how the characteristic materials of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art H.8.5 Describe ways in which the principles and subject matter of other school disciplines interrelate with those of music H.8.6 Compare the terminology and contrasting definitions of various elements in each of two or more arts
Students in instrumental classes will: H.8.7 Compare how the characteristic media of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art H.8.8 Compare the terminology and contrasting definitions of various elements in each of two or more arts H.8.9 Describe ways in which the principles and subject matter of other school disciplines interrelate with those of music	

By the End of Grade 12

Students in general music classes will: H.12.1 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures H.12.2 Explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music H.12.3 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another H.12.4 Compare the uses of characteristic elements and organizational principles among the various arts	Students in choral classes who have completed one year of study will: H.12.5 Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples H.12.6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures H.12.7 Explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music
Students in choral classes who have completed more than one year of study will: H.12.8 Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures H.12.9 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another	Students in instrumental classes who have completed one year of study will: H.12.10 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts H.12.11 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures H.12.12 Explain ways in which the principles and subject matter of various disciplines outside the arts interrelate with those of music
Students in instrumental classes who have completed more than one year of study will: H.12.13 Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures H.12.14 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another	

I: HISTORY AND CULTURE

By the End of Grade 4

Students in general music classes will: I.4.1 Demonstrate audience behavior appropriate for the context and style of music performed I.4.2 Listen to and identify, by genre or style, examples of music from various historical periods and world cultures I.4.3 Describe in simple terms how elements of music are used in music examples from various cultures of the world I.4.4 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use I.4.5 Identify and describe roles of musicians in various music settings and world cultures	Students in instrumental classes will: I.4.6 Perform a varied repertoire of music from other cultures I.4.7 Perform music from various historical periods
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By the End of Grade 8

Students in general music classes will: I.8.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures I.8.2 Classify by genre and style (and if applicable, by historical periods, composer, and title) a varied body of high quality and characteristic musical works and explain the characteristics that cause each work to be considered exemplary I.8.3 Compare, in several cultures of the world including their own, functions music serves, roles of musicians, and conditions under which music is typically created and performed	Students in choral classes will: I.8.4 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures I.8.5 Compare and classify exemplary musical works by genre, style, historical period, composer, and title I.8.6 Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically created and performed
Students in instrumental classes will: I.8.7 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures I.8.8 Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of high-quality and characteristic musical works and explain the characteristics that cause each work to be exemplary I.8.9 Compare, in several cultures of the world including their own, functions music serves, roles of musicians, and conditions under which music is typically created and performed	

By the End of Grade 12

Students in general music classes will: I.12.1 Classify music by culture or historical period based on characteristic styles or genres and justify their classification I.12.2 Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them I.12.3 Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements	Students in choral classes who have completed one year of study will: I.12.4 Classify music by culture or historical period based on characteristic styles or genres and justify their classification I.12.5 Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them I.12.6 Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements
Students in instrumental classes who have completed one year of study will: I.12.9 Classify music by culture and historical period based on characteristic styles or genres and justify their classification I.12.10 Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them I.12.11 Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements	Students in choral classes who have completed more than one year of study will: I.12.7 Identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical or cultural context I.12.8 Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences
Students in instrumental classes who have completed more than one year of study will: I.12.12 Identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical or cultural context I.12.13 Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical connections that produced the synthesis of influences	

School District of Holmen

Bloom's Taxonomy

Appendix B

COGNITIVE DOMAIN VERBS						
Knowledge	Comprehension	Application		Analysis	Synthesis	Evaluation
Cite Count Define Describe Draw Enumerate Identify Index Indicate Label List Match Meet Name Outline Point Quote Read Recall Recite Recognize Record Repeat Reproduce Review Select State Study Tabulate Trace Write	Add Approximate Articulate Associate Characterize Clarify Classify Compare Compute Contrast Convert Defend Describe Detail Differentiate Discuss Distinguish Elaborate Estimate Example Explain Express Extend Extrapolate Factor Generalize Give Infer Interact Interpolate Interpret Observe Paraphrase Picture graphically Predict Review Rewrite Subtract Summarize Translate Visualize	Acquire Adapt Allocate Alphabetize Apply Ascertain Assign Attain Avoid Back up Calculate Capture Change Classify Complete Compute Construct Customize Demonstrate Depreciate Derive Determine Diminish Discover Draw Employ Examine Exercise Explore Expose Express Factor	Figure Graph Handle Illustrate Interconvert Investigate Manipulate Modify Operate Personalize Plot Practice Predict Prepare Price Process Produce Project Protect Provide Relate Round off Sequence Show Simulate Sketch Solve Subscribe Tabulate Transcribe Translate Use	Analyze Audit Blueprint Breadboard Break down Characterize Classify Compare Confirm Contrast Correlate Detect Diagnose Diagram Differentiate Discriminate Dissect Distinguish Document Ensure Examine Explain Explore Figure out Group Identify Illustrate Infer Interrupt Inventory Investigate Lay out Manage Maximize Minimize Optimize Order Outline Point out Prioritize Proofread Query Relate Select Separate Size up Subdivide Summarize Train Transform	Abstract Animate Arrange Assemble Budget Categorize Code Combine Compile Compose Construct Cope Correspond Create Cultivate Debug Depict Design Develop Devise Dictate Enhance Explain Facilitate Format Formulate Generalize Generate Handle Import Improve Incorporate Integrate Interface Join Lecture Model Modify Network Organize Outline Overhaul Plan Portray Prepare Prescribe Produce Program Rearrange Reconstruct Reference Relate Reorganize Revise Rewrite Specify Summarize Write	Appraise Assess Compare Conclude Contrast Counsel Criticize Critique Defend Determine Discriminate Estimate Evaluate Explain Grade Hire Interpret Judge Justify Measure Predict Prescribe Rank Rate Recommend Release Select Summarize Support Test Validate Verify

School District of Holmen *Bloom's Taxonomy*

<i>Affective Domain Verbs</i>				
Receiving	Responding	Valuing	Organization	Internalization
Ask Choose Follow Give Hold Select Show interest	Accept responsibility Answer Assist Be willing to comply Conform Enjoy Greet Help Obey Perform Practice Present Report Select Tell	Associate with Assume responsibility Believe in Be convinced Complete Describe Differentiate Have faith in Initiate Invite Join Justify Participate Propose Select Share Subscribe to Work	Adhere to Alter Arrange Classify Combine Defend Establish Form judgments Identify with Integrate Organize Weigh alternatives	Act Change behavior Develop code of behavior Develop philosophy Influence Judge problems / issues Listen Propose Qualify Question Serve Show mature attitude Solve Verify

Psychomotor Domain Verbs			
Activate	Correct	Loosen	Transfer
Adjust	Create	Make	Troubleshoot
Align	Demonstrate	Manipulate	Tune
Apply	Design	Mend	Turn on/off
Arrange	Dismantle	Mix	Type
Assemble	Drill	Nail	Saw
Balance	Fasten	Operate	Sharpen
Break down	Fix	Paint	Set
Build	Follow	Press	Sew
Calibrate	Grip	Produce	Sketch
Change	Hammer	Pull	Start
Close	Heat	Push	Stir
Combine	Hook	Remove	Use
Compose	Identify	Repair	Weigh
Connect	Load	Replace	Wrap
Construct	Locate	Rotate	

Glossary of Terms

alternative assessment – Assessments that ask students to construct, perform, or demonstrate their learning in manner that allows for a full understanding of their learning to be measured. Also termed performance assessment.

authentic assessment – Assessment that takes place in a real-life context or one that approximates how the skill or knowledge would be used in the “real world”.

benchmark or target – any specific, measurable goals or objectives for students to meet at various points during the school year. They are sometimes represented by samples of student work—past or present. Benchmarks/targets can be used as checkpoints to monitor student progress in meeting performance goals.

common assessment – Any assessment given by 2 or more teachers with the intention of collaboratively examining the results for instructional planning for individual students and/or curriculum instruction interventions. They are generally formative assessments, connected to essential outcomes and given to all students enrolled in the same class, course or grade level.

content standards – Those standards that describe the information or skills children should learn that are specific to a particular discipline or content area.

course standards – Statements that define what students at a specific school level or in a specific course should achieve by the time they leave that particular level of school.

exit standards - The academic standards that students should achieve by the time they graduate from high school; these standards set the tone and give focus for what students should learn at the underlying grade levels.

formative assessment – This is an assessment **for** learning and is a check of understanding and application so that, if need be, adjustments can be made to the teaching and learning activities. These are often frequent and ongoing assessments. The results are used to gain an understanding of what students know and do not know to make responsive changes in teaching and learning. Benchmarks are clearly defined in order to provide interventions/enrichments.

lesson standards – Statements that define goals for instruction and students’ learning over the course of a lesson.

performance – Observable affective or psychomotor behaviors demonstrated by students.

performance indicators – The part of the content standard that defines the skill or performance desired for students to demonstrate.

performance standards- The measure of how well students know and are able to work with (apply) the desired content standards. The standards describe what students must do, and how well they must do this, in order to show they have achieved the content standard.

performance task – used interchangeably with alternative assessment task and performance assessment task; those specific assessment tasks that require students to apply or do something with their learning in order to show their progress toward meeting desired standards.

portfolio – A collection of a student’s work over time that demonstrates his or her progress toward the attainment of specific learning standards.

program standards – Broad statements that delineate the overall K-12 goals for a specific subject area for students in a particular state or district.

progress monitoring – An ongoing process that involves collecting and analyzing student work to determine the progress toward specific skills or outcomes. Instruction and intervention decisions are made based on these results.

Response to Intervention (RtI) - RtI is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction

running record - observation notes made by the teacher about a student's oral reading ability. By looking at the running record, the teacher can analyze the type of reading and instruction that is best suited for the student.

rubric – A scale of criteria that explains in detail the possible levels of performance for an alternative assessment task.

standards – Statements that delineate what students should know and be able to do by the time they graduate from K-12 education.

S.M.A.R.T. goals – Originally coined by Peter Drucker in 1954, this acronym is used to help educators write quality goals. Specific or Strategic, Measurable, Attainable, Results-focused, Time-bound. An example: By the end of this year, at least 90% of students will meet the grade-level benchmark for running records.

summative assessment – This is an assessment **of** learning and is intended to measure end-of-unit or end-of-course knowledge and understanding; usually require students to demonstrate proficiency of all the essential knowledge and skills.

School District of Holmen
Holmen, WI 54636

Instruction

USE OF SACRED MUSIC IN PUBLIC SCHOOLS

Philosophical Foundation:

It is the position of the School District of Holmen that the inclusion of significant sacred and secular music is imperative to facilitate a total music experience for Holmen's youth.

Administrative Rule Provisions:

The Wisconsin Music Educators Association supports the study of religious music as a vital and appropriate part of the total music experience in both performing and listening. The omission of sacred music from the repertoire or study of music would present an incorrect and incomplete concept of the comprehensive nature of the art form. The Music Educators National Conference (MENC) believes that religious music is an important component of the musical repertoire of all cultures. The study of such music, chosen on the basis of its musical quality and focusing on its musical characteristics, is important and appropriate for the development of broad musical literacy.

Music educators in Holmen support the position of state and national music educators' organizations. They teach music for its educational value, musically and historically, rather than for the purpose of teaching religion or promoting religious holidays.

Music teachers in the School District of Holmen have adapted the State of Wisconsin State Content Standards for Music Education and these Content Standards align with the District's Program Goals. In addition, the issue of the use of Sacred Music in Public Schools is supported in their responsibility to teach Content Standard Nine and Program Goal Nine, i.e., students will understand music in relationship to history and culture.

During the planning phase of instruction or programming, the following points are considered by each teacher in determining if a program is acceptable:

- ♦ The music is selected on the basis of its musical and educational value rather than its religious context.
- ♦ The traditions of different people are shared and respected.
- ♦ The excessive use of sacred music, religious symbols or scenery, and performance in devotional settings is avoided.
- ♦ The role of sacred music is a neutral one, neither promoting nor inhibiting religious views.
- ♦ Local and school policies regarding religious holidays are observed.
- ♦ There is understanding of the various religious beliefs and sensitivities represented by the school children and parents.

Legal Ref: Wisconsin Statute 120.12(14) Curriculum; 121.02(1j) Music Instruction

Cross Ref: Curriculum Development, 330
Use of Copyrighted Materials, 771.1

Approved: May 17, 1993

Approved: January 27, 2003

Approved: November 24, 2008

School District of Holmen Statutes and Policies Addressing Student Needs

CHILDREN AT RISK Standard n (statute under WI Statute 118.153)

Definition: Pupils in grades 5-12 who are at risk of not graduating from high school because they are dropouts, or they can be defined in two or more of the following areas: one or more years behind their age group in the number of high school credits attained; two or more years behind their age group in basic skill levels; habitual truants (as defined in s.118.16(1)(a); parents; adjudicated delinquents; 8th grade students whose scores in each subject area on the WKCE was below the basic level and who failed to be promoted to the ninth grade.

The School District of Holmen has programming in place to address the needs of students considered at risk by the above definition. Curriculum committees discuss the District's programming in context with their curricular needs and planning.

Children at risk, Standard n – Interventions for Struggling Learners - The School District of Holmen uses a variety of interventions to meet the needs of struggling learners. MAP and common assessment data is used to determine which students would benefit from extra support (reading, writing, Pathways, and Auto Skills). This data is used to differentiate instruction through flex grouping, small groups and working 1-on-1 with students. Team taught classes are used to differentiate instruction. Some teachers adjust the pace of their instruction or use supplemental materials to enhance their instruction.

ENGLISH LANGUAGE LEARNERS (ELL), (PI 13 and WI Statute 115.95)

PI 13 states that a district establishes identification, assessment, classification, and reporting requirements if pupil population includes one or more LEP pupils. This subchapter also establishes criteria and procedures to be used by a school district in determining whether to administer a test under s. [118.30](#) or [121.02 \(1\) \(r\)](#), Stats., to an LEP pupil. Further, according to State Statute 115.96, a district must "provide equal educational opportunities by ensuring that necessary programs are available for limited-English proficient pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs."

ELL staff will help support and provide guidance to teachers when working with LEP pupils. Teachers should look for ways to enrich, add to, and accelerate ELLs' language development with the curriculum and learning activities. A variety of student-centered methodologies such as small group learning or thematic instruction can enhance the context for learning.

English Language Learners (ELL) – Teachers and staff in the School District of Holmen offer a variety of services to meet the needs of English Language Learners in the classroom. In the upper-most grades, the district offers a wide variety of courses meant to meet students where they are individually. The instruction can be tailored to be accessible to the learner at almost any level, and the learners who need the most support are often placed in the smallest groups or team taught classes so as to receive more explicit instruction. Additionally, a variety of concrete and experiential learning techniques are used district-wide to support language arts. Other strategies include the deliberate use of common vocabulary and explicit instruction of those terms, real-life connections, and for the neediest students, some forms of assistive technology are used to scaffold the students learning based on the level of proficiency. Finally, the district ESL staff continues to work to educate all staff on the specific needs of the English Language Learner.

TALENTED AND GIFTED (TAG) Standard t (statute under WI Statute 118.53)

Talented and gifted students are those individuals at an elementary or secondary level who, because of outstanding abilities, are capable of high performance. Students who are capable of high performance include those with demonstrated achievement and/or potential in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual arts, (6) performing arts, (7) psychomotor ability, (8) talent associated with the student's cultural heritage, (9) psycho-social ability.

It is understood that task commitment on the part of the student is an integral ingredient in the delivery of services. TAG staff will help provide support and guidance to teachers when working with TAG students. A variety of methodologies such as small group learning, acceleration and differentiation can enhance the context of learning.

Talented and Gifted, Standard t – Talented and Gifted (TAG) students are served by the regular education teachers and in conjunction with the Talented and Gifted teachers of the District. These students are identified based on a combination of standardized tests and nominations. TAG programming aligns with the Wisconsin Pyramid Model of delivery. Services include but are not limited to: Differentiation, flexible grouping, compacting, and advanced placement courses. In addition, there are a number of events that create and promote mathematics sponsored by the district and the Mississippi Valley Gifted and Talented Network. The academic performance of the program is assessed by identified student performance on standardized tests.

INFUSED CURRICULAR AREAS

COMPUTER LITERACY and TECHNOLOGY

Students in the School District of Holmen use technology as a tool and have many opportunities to develop technology literacy. Students develop the ability to find generate, evaluate and apply information through the use of technology and prepare for life-long learning while developing 21st Century skills.

On May 27, 2009, the School Board approved a District Combined Information and Technology Plan. ***The vision is “Embracing 21st Century Learning for All.”***

Definitions:

Digital Literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

21st Century Skills: 21st Century Skills represent the perspective required in light of historical events, globalization, and the idiosyncrasies of the Digital Age (digital age literacy, inventive thinking, effective communication and high productivity).

Computer literacy and technology - Teachers use a variety of technology applications and tools to research, report, compile, and inquire about. Multiple forms of assistive technology also support the special needs learner.

DIVERSITY

The vision of diversity in the School District of Holmen is to provide a nurturing environment in which each individual has the opportunity to reach his/her full human potential. This will be supported through strategic planning and building goals; curriculum planning and implementation, staff development, and resource selection and allocation. The plan will be monitored through data collection and analysis.

Diversity – By including music content from a variety of cultures and personal experiences, teachers enhance the learning experience for all students. Recognizing the diversity within a classroom enriches the learning for all.

EDUCATION FOR EMPLOYMENT (formerly SCHOOL TO WORK) – PI 26.01

Education for employment is one of Wisconsin's 20 school district standards. It is often referred to as Standard (m) and its purpose is to ensure that all students, regardless of career objective are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

In Wisconsin education for employment initiatives are led by a series of mandates, dating back to September 1988:

WI Educational Standard, Education for Employment, WI Statute 121.02(1)(m)

WI Educational Standard, Curriculum WI Statute. 121.02(1)(k)

WI Educational Standard, Developmental Guidance Services, WI Statute 121.02 (1)(e)

"The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish in a role for public schools in the economic development of Wisconsin."

Education for Employment (E4E) – *Music* activities that include experiences built on real information and data help students to make connections and apply learning in a contextual environment. E4E involves the business community in educational issues and enriches the school curriculum. It promotes increased student achievement by expanding educational experiences.

ENVIRONMENTAL EDUCATION – PI 8.01

It is required that "every school district develop and implement a written, sequential curriculum plan incorporating instruction in environmental education into all subject area curriculum plans, with the greatest emphasis in plans for art, health, science, and social studies education." (Admin. Code PI 8.01 (2)(k).

Holmen's Environment Education Implementation Plan supports an integrated approach to a heightened awareness and program improvement plan for environmental education. The program goals include (1) increase students' knowledge of environmental education, (2) develop the values and behaviors to be stewards of the environment, (3) develop an understanding and appreciation of the environment, (4) develop an aesthetic awareness of the environment, (5) develop the students' understanding of and skills related to environmental education, (6) provide students with the understanding that Environmental Education is a part of their everyday life, and (7) integrate Environmental Education into other existing curricular areas.

Environmental Education – Environmental education is supported by the knowledge and skills that students learn in music classrooms through seamless integration of various units. Teachers use additional resources such as newspapers, Scholastic, Weekly Reader, and Earth Day activities to support environmental education learning.

Grade K- 5 Rating Scale for Singing

The student's singing performance was:

Level	
M	Accurate pitch
P	Contained appropriate melodic direction and included some (at least one) accurate pitches
L	Spoken and/or inaccurate pitches

Recorder Rubric

Skill	M Excellent	P OK	L Needs Work
Hand Position	-Left hand on top -Right hand on bell	-Left hand on top but -Right hand none on bell	-Right hand on top
Fingering	-Proper fingering -No air leaking	-Proper fingering but air leaks/squeaky sound	-Does not know what holes to cover -Holes are not completely covered
Tone	-No squeaking -Nice warm tone -Uses tongue	-Squeaks some of the time	-Squeaky --Can't tell what pitch is being played -Blowing too hard -Blowing too soft
Rhythm	-Plays notes for proper duration	-Plays most of the notes for proper duration/BUT does not observe rests	-Does not play the written rhythm/notes or rests

Grade K- 5

Literacy Check List

Skill	M Seen most of the Time	P Needs Practice	L Limited Progress
<ul style="list-style-type: none"> Identify note values – quarter note, eighth notes, half note, dotted half note, whole note, sixteenth notes, quarter rest, half rest, whole rest 			
<ul style="list-style-type: none"> Perform rhythm patterns 			
<ul style="list-style-type: none"> Write the rhythm patterns in 4/4 meter 			
<ul style="list-style-type: none"> Identify notes in treble clef 			
<ul style="list-style-type: none"> Write notes on treble clef 			
<ul style="list-style-type: none"> Identify symbols 			
<ul style="list-style-type: none"> Identify terms 			

Grade 3-5 Instrument Identification

Skill	M + Successful	P √ Observed most of the time	L - Needs Work
• Student can identify four families of instruments			
• Student can name individual instruments from each family			
• Student can aurally identify instruments families			
• Student can aurally identify at least two individual instruments from each family			

Grade 3 -5 Composition Assessment

Skill	Observed	Not Observed
• Rhythm has 4 beats in every measure		
• Rhythm used simple patterns		
• Long notes were used at end of phrases		
• Melody started and ended on “G” (5 th grade C)		
• Melody used simple patterns		
• Melody moved mostly by steps (not skips)		

Name: _____

Date: _____

EOY-6

CIRCLE THE CORRECT ANSWER

1. What is tone?

The length of the note. The sound quality of the note.
The volume of the note. The counting of the note.

2. Which of these terms are kinds of articulation?

staccato accent crescendo
fortissimo slur fine

3. Place these tempos in order from slowest to fastest.

andante largo allegro moderato

4. How do you properly play a first and second ending?



5. Match these terms with their definition.

- | | | |
|-------------------------------|-------|--|
| A. mezzo forte (<i>mf</i>) | _____ | gradually become louder |
| B. sharp sign \sharp | _____ | medium soft |
| C. piano (<i>p</i>) | _____ | gradually slow the tempo |
| D. crescendo | _____ | curved line connecting notes with the same letter name |
| E. slur | _____ | medium loud |
| F. flat sign \flat | _____ | cancels a sharp or flat |
| G. mezzo piano (<i>mp</i>) | _____ | gradually become softer |
| H. ritardando (<i>rit.</i>) | _____ | loud |
| I. forte (<i>f</i>) | _____ | raises the note $\frac{1}{2}$ step |
| J. D.C. al Fine | _____ | curved line connecting notes with different letter names |
| K. decrescendo | _____ | lowers the note $\frac{1}{2}$ step |
| L. tie | _____ | hold note for longer than usual |
| M. fermata | _____ | go to beginning and play until the Fine |
| N. natural sign \natural | _____ | soft |

6. Write out the proper counting of these rhythms.



7. Write out the letter names of these scales for your instrument. The scale names are given in concert pitch.

B-flat Major

E-flat Major

F Major

8. What do the top and bottom numbers of these time signatures mean?

$$\frac{2}{4} = \frac{3}{4} = \frac{4}{4} \text{ or } C =$$

9. Write in the clef for your instrument on each staff and draw the note listed on the correct line or space.

C



F



E-natural



F-sharp



G



B-flat



10. Name three things that affect the sound that you make on your instrument.

1. _____

2. _____

3. _____

11. Name your favorite song that you played this year, and why did you like it?

Song: _____

Name: _____ Performing Ensemble: _____

Concert Date: _____

The tone the band used was: _____
always focused and full sometimes unstable and weak often forced and thin

Comments: _____

The notes and fingering played were: _____
always correct correct most of the time often wrong

Comments: _____

The rhythms played were: _____
always accurate accurate most of the time not very accurate

Comments: _____

The articulations were: _____
always accurate accurate most of the time not very accurate

Comments: _____

The tempos were: _____
very steady changed a little not steady

Comments: _____

The dynamics and expression were: _____
very noticeable rigid and mechanical not performed

Comments: _____

What part of the performance did you think was best? Why? _____

What part of the performance did you think could have been better? Why? _____

What would you change about the performance? _____

What kind of suggestions would you give to make the performance better? _____

What overall aspect of the concert did you like best? Why? _____

Wisconsin School Music Association • District Solo & Ensemble Festival

Instrumental Solo		Class		
Ser#: Site: Index: Time: Min:		Selection: Transfer#: Pg. or Mvt.: School: Accompanist:		
Composer:		Adjudicator		
Circle comments throughout the rubric that best describe the performance you are hearing.				
Tone	C & B: Focused tone for this class with consistently appropriate breathing, bowing, embouchure skills in all registers/ranges. A: Open, resonant, full tone in all registers and ranges. Consistently accurate breathing, bowing, embouchure skills.	C & B: Focused tone for this class with minor lapses in correct breathing, bowing, embouchure skills. A: Characteristic tone most of the time. Minor breathing, bowing, embouchure problems in outer ranges and volumes.	C & B: Unstable tone for this class in some ranges due to incorrect breathing, bowing, embouchure skills. A: A basic tonal concept. Notable breathing, bowing embouchure problems in outer ranges and volumes.	
	C & B: Thin or forced tone for this class most of the time due to lack of breath support, incorrect embouchure or bowing. A: Weak tone production most of the time due to incorrect breath support, embouchure or bowing.	C, B, and A: A lack of understanding of how to produce the basic tone. Fundamentals of breathing, bowing, embouchure need work.		
Intonation	A: Accurate intonation in all ranges and registers. Pitch adjustments are made instantly.	B: Minimal intonation difficulties. Pitch adjustment skills are usually successful.	C: Mostly accurate intonation with some out-of-tune notes. Pitch adjustment skills are still developing.	D: Some sense of intonation, but with significant problems. Pitch adjustment skills are not developed.
	E: An unawareness of tuning problems. Needs development of pitch adjustment skills.			
Accuracy	A: Outstanding accuracy. All notes and rhythms are performed accurately. Correct pulse throughout.	B: Infrequent errors. A few minor problems in technical passages.	C: A lack of consistency in notes, rhythms, and pulse in technical passages.	D: Numerous inaccurate notes and rhythmic passages. Technical passages and pulse are mostly incorrect.
	E: An unawareness of correct notes, rhythms and/or pulse.			
Technique	A: Consistently appropriate posture, articulations, hand position, bowing.	B: Minor errors in posture, articulations, hand position, bowing.	C: Several errors in correct posture, articulations, bowing, especially during technical passages.	D: Incorrect posture, articulations, bowing, during most technical passages.
	E: A lack of understanding of correct posture, articulations, bowing, hand position.			
Expression	A: Excellent expression with accurate style elements, interpretation, phrasing, dynamics, and tempo.	B: Accurate expression most of the time with occasional lapses in dynamics, phrasing, correct tempo, style elements, interpretation.	C: Occasionally rigid and mechanical expression for this class. Style elements, correct tempo, phrasing, dynamics, interpretation are often absent.	D: Mechanical expression most of the time. Attention to style elements, correct tempo, phrasing, dynamics, interpretation missing.
	E: A lack of understanding of correct style elements, dynamics, interpretation, phrasing, and correct tempo.			



School District of Holmen Resources and References

Department of Education, No Child Left Behind – <http://www.ed.gov/nclb/landing.jhtml>.

Wisconsin's Model Academic Standards for Music. Wisconsin Department of Public Instruction, © 2009.