

DRAFT K-12 MUSIC CURRICULUM

2011

INTRODUCTION

The Oyster River Cooperative School District Music Curriculum has been created with the expertise of the music teachers of the district and represents all levels and all schools. This revision project is part of the District's long range goal to review and revise the entire curriculum.

Music provides a powerful form of expression for the human spirit which enhances the richness of life. According to well-known neurologist, Dr. Oliver Sachs, “[Music] is unique in all sorts of ways. It has pattern. It has melody. It has rhythm. It has logic. It can mean anything to anybody, and it’s really built into our brains very, very deeply. I think we’re a musical species.” A quality music education teaches preparation, leadership, disciplined practice, risk-taking, and collaboration while supporting overall learning and development.

We endorse a comprehensive program of study that is designed to provide students with the knowledge, skills, and attitudes necessary to make musical expression a meaningful part of everyday life. Our goal is to foster an inclusive culture where music is recognized as an essential lifelong endeavor. This curriculum encompasses music of all periods, styles, forms, and cultures. The curriculum is designed to motivate students to become adults who sing and play instruments at home and in the community, who listen attentively to a variety of music with understanding and a critical ear, who support the efforts of others to make music, and who share their musical interests with family and friends.

A meaningful program of study is both broad and deep includes frequent instruction with class time scheduled during the school day. Success of the music program requires adequate staff with appropriate specialization to provide expert instruction in each of the areas; professional development; facilities, equipment, and supplies; commitment and support from administrators, faculty, and the community, and scheduling that makes access to music viable for every student.

The curriculum identifies and specifies what students should know and be able to do at the end of selected grade levels and specific competencies that can be expected of students in Grades 9 – 12 who participate in music electives. This curriculum meets the requirements of the National Standards in Music,¹ and the *NH Frameworks for the Arts*². The required curriculum for all students through grade eight is aimed at providing every student with the necessary musical experiences, skills, and knowledge needed to understand and value music. The elective program for all grades is comprised of concentrations in choral, wind, brass, percussion, keyboard, and string instrument performance and is designed to encourage further study of music.

Music is taught in schools because it shares the characteristics of the other important school disciplines. It has its own unique mode of thinking. “Although a teaspoon of Mozart may not make a child a better mathematician, there is little doubt that regular exposure to music, and especially active participation in music, may stimulate development of many different areas of the brain—areas which have to work together to listen to or perform music. For the vast majority of students, music can be every bit as important educationally as reading or writing.”³

¹ “National Standards in Music,” *Core Curriculum, Goals 2000, Educate America*. Washington, DC: National Education Goals Panel, September 30, 1991.

² *Frameworks for the Arts*, Concord, NH: State Board and Department of Education, 1997 (ongoing).

³ *Musicophilia: Tales of Music and the Brain*; O. Sachs; New York, NY, Vintage Books, 2008.

Kindergarten GRADE MUSIC

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Curriculum Standard 1: Sing, alone and with others, a varied repertoire of music.	Utilize the singing voice, as distinct from the speaking voice. Begin matching pitch in one's own range. Sing with steady tempo with the teacher. Sing with appropriate expression. Echo short melodic patterns.	Sing a variety of songs. Use echo imitation games and activities. Sing songs using percussion to keep the beat. Show pitch height visually. Sing songs that tell a story. Alternate between audiation and singing with selected songs.	
Curriculum Standard 2: Perform on instruments, alone and with others, a varied repertoire of music.	Play instruments with an awareness of beat, tempo, dynamics, and pitch. Play melodic and unpitched instruments as well as body percussion. Echo short rhythms.	Accompany songs on instruments. Echo patterns on instruments. Use rhymes and poems with instruments. Improvise short patterns for class to repeat. Use instruments to learn about pitch height and correlation between size and sound.	
Curriculum Standard 3: Improvise melodies, variations, and accompaniments.	Improvise sound patterns with classroom instruments.	Question and answer improvisations. Add sounds to stories.	
Curriculum Standard 4: Compose and arrange music within specified guidelines.	None at this grade level.		
Standard 5: Read and notate music.	Recognize that music is its own language. Use a simple vocabulary of music terms to describe sounds. Know that music can be written and read. Write basic rhythm notation.	Rhythmic games using notation. Show written music. Echo Solfege patterns using accurate labels. Use music terminology when talking to children.	

Curriculum Standard 6: Listen to, analyze, and describe music.	Listen with concentrated attention to short selections of a variety of music. Recognize and describe obvious musical contrasts. Indicate an aural recognition of high and low pitches. Recognize patterns of simple forms. Provide positive feedback to student performers.	Movement activities with a variety of music. Listen and draw to the music. Recognize while listening and performing patterns in music with teacher leadership.	
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Curriculum Standard 7: Evaluate music and music performances.	None at this grade level		
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Curriculum Standard 8: Understand relationships among music, the other arts, and disciplines outside the arts.	None at this grade level		
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Curriculum Standard 9: Understand music in relation to history and culture.	None at this grade level		
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Curriculum Standard 10: Identify the range of careers in the field of music.	None at this grade level		
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First and Second GRADE MUSIC

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Curriculum Standard 1: Sing, alone and with others, a varied repertoire of music.	Sing alone or with a group a varied repertoire of folk and composed songs. Sing with appropriate feeling and musical expression. Sing a part in a round with rhythm and pitch accuracy while maintaining a steady tempo. Sing a simple ostinato with a simple song. Sing in a healthy manner. Sing or hum the resting tone.	Sing folk songs from North America and other cultures, composed songs, rounds and spirituals. Sing in large groups and small groups. Singing games to encourage solo singing.	
Curriculum Standard 2: Perform on instruments, alone and with others, a varied repertoire of music.	Play short pieces consisting of traditional and non-traditional sounds. Play on classroom instruments an accompaniment to a song.	Accompany songs on a variety of instruments. Add instruments to stories and rhymes. Begin to play melodies on instruments.	
Curriculum Standard 3: Improvise melodies, variations, and accompaniments.	Improvise on a classroom instrument melodies and rhythms. Improvise rhythmic movement to various styles of music.	Add improvisations as contrast to songs, stories, and rhymes. Call and response activities.	
Curriculum Standard 4: Compose and arrange music within specified guidelines.	Create short melodies. Create simple rhythm patterns by singing, clapping and using classroom instruments.	Add melodic themes to different characters. Select appropriate instruments to represent characters from a story.	

Standard 5: Read and notate music.	Introduce G Clef and the staff. Understand that notation represents melodic direction and duration. Read and write more complex rhythms.	Note name games. See music visually while singing and listening. Practice writing music.	
Curriculum Standard 6: Listen to, analyze, and describe music.	Listen with concentrated attention to longer selections from a variety of music. Listen to and recognize various musical contrasts. Indicate aural recognition of high and low pitches. Recognize aurally the timbre of basic families of instruments. Identify the patterns of simple forms.	Represent the music by drawing. Follow a listening map. Create a listening map. Instrument bingo. Learn to be a thoughtful listener.	
Curriculum Standard 7: Evaluate music and music performances.	Provide positive musical feedback to performances.	Demonstrate appropriate listening and performing behavior. Give thoughtful comments to performers.	
Curriculum Standard 8: Understand relationships among music, the other arts, and disciplines outside the arts.	Identify the fine arts.	Watch performances that include dance, theater and a variety of musical ensembles.	
Curriculum Standard 9: Understand music in relation to history and culture.	Identify basic music time periods.	Show classical music on a continuum visually.	
Curriculum Standard 10: Identify the range of careers in the field of music.	None at this grade level		

Third and Fourth GRADE MUSIC

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
<p>Curriculum Standard 1: Sing, alone and with others, a varied repertoire of music.</p>	<p>Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture <i>Sing in a healthy manner throughout vocal range</i> Sing expressively, with appropriate dynamics, phrasing, and interpretation Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures Sing ostinatos, partner songs, and rounds Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor <u>Choral Performance Standards</u></p>	<p>Sing folk songs from North America and other cultures, composed songs, rounds, spirituals, and 2 part songs. Sing in large groups and small groups. Encourage solo singing.</p>	
<p>Curriculum Standard 2: Perform on instruments, alone and with others, a varied repertoire of music.</p>	<p>Perform on pitch and in rhythm, with appropriate dynamics and timbre Perform easy rhythmic, melodic, and chordal patterns accurately and independently on classroom instruments Perform expressively a varied repertoire of music representing diverse genres and styles Echo short rhythms and melodic patterns Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor <i>Play by ear simple melodies</i> Perform independent instrumental parts while other students sing or play contrasting parts <u>Band Performance Standards</u></p>	<p>Play melodic and unpitched instruments in small and large ensemble. Accompany vocal and instrumental selections with classroom instruments.</p>	

<p>Curriculum Standard 3: Improve melodies, variations, and accompaniments.</p>	<p>Improvise “answers” in the same style to given rhythmic and melodic phrases Improvise simple rhythmic and melodic ostinato accompaniments Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies Improvise short songs and instrumental pieces, using a variety of sound sources including traditional sounds, nontraditional sounds available in the classroom, and body percussion</p>	<p>Create improvisations with a bass line. Create sound scapes. Add sounds and music to stories and poems. Improvise for a specific duration of time.</p>	
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<p>Curriculum Standard 4: Compose and arrange music within specified guidelines.</p>	<p>Create and arrange music to accompany readings or dramatizations Create and arrange short songs and instrumental pieces within specified guidelines Use a variety of sound sources when composing</p>	<p>Create bass lines using classroom instruments. Create melodies using classroom instruments. Compose and notate short pieces following specific guidelines. Arrange games and songs in new meters.</p>	
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<p>Standard 5: Read and notate music.</p>	<p>Read whole, half, dotted half, quarter, and eighth notes in duple and triple meter (<i>and rests</i>) Use a system (that is syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher</p>	<p>Compose and notate short pieces following specific guidelines. Rhythm recognition games. Pitch recognition games. Musical symbol games. Factor trees with rhythm.</p>	
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<p>Curriculum Standard 6: Listen to, analyze, and describe music.</p>	<p>Identify simple music forms when presented aurally Demonstrate perceptual skills by moving to, inquiring about, and describing aural examples of music from various styles representing diverse cultures Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances Identify the sounds of different instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices Respond through purposeful movement to selected prominent features in a piece of music</p>	<p>Create listening maps. Illustrate the music. Discuss the intent of the composer. Learn about the life of composers. Discuss or illustrate use of timbre, dynamics, articulations and forms.</p>	
<p>Curriculum Standard 7: Evaluate music and music performances.</p>	<p>Devise criteria for evaluating performances and compositions Explain, using appropriate music terminology, personal preferences for specific musical works and styles</p>	<p>Form personal opinions of works of music and support with relevant musical reasoning. Compare and contrast performances of the same piece of music.</p>	
<p>Curriculum Standard 8: Understand relationships among music, the other arts, and disciplines outside the arts.</p>	<p>Identify similarities and differences in the meanings of common terms used in the various arts Identify ways in which the principles and subject matter of other disciplines are related to those of music</p>	<p>Watching performances that include a varied repertoire of the arts. Create performances that include a varied repertoire of the arts.</p>	

<p>Curriculum Standard 9: Understand music in relation to history and culture.</p>	<p>Identify by genre or style aural examples of music from various historical periods and cultures Describe in simple terms how elements of music are used in various world cultures Identify many uses of music in their daily experiences and describe characteristics that make certain music suitable for each use Identify and describe the roles of musicians in music settings and cultures Demonstrate audience behavior appropriate for the context and style of music performed Describe the way music has been a continuous part of the history of human culture</p>	<p>Discuss the purpose of music in various cultures. Listen to music from various cultures. Discuss the purpose of specific pieces and performances from various cultures. Discuss historic events and the music that is associated with them. Discuss the stories behind the music.</p>	
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<p>Curriculum Standard 10: Identify the range of careers in the field of music.</p>	<p>Identify occupations in which people sing or play musical instruments Identify local resources where people can take part in musical performance Identify professions where skills of arranging and composing music are used Recognize that people evaluate music and music performances</p>	<p>Learn by reading, watching and discussing careers in music. Discuss how music is a lifelong skill and not just a profession.</p>	
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Fifth and Sixth GRADE MUSIC

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
<p>Curriculum Standard 1: Sing, alone and with others, a varied repertoire of music.</p>	<p>... sing accurately and with good breath control throughout their singing ranges (<i>i.e. "head" and "chest" voice</i>), alone and in small and large ensembles.</p> <p>Sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 1.5 on a scale of 1 to 6, including some songs performed from memory.</p> <p>Sing music representing diverse genres and cultures with expression appropriate for the work being performed.</p> <p>Sing music written in unison and two parts.</p> <p><u>Choral standards:</u></p> <p>Sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 2 on a scale of 1 to 6, including some songs from memory.</p>	<p>Activities include, but are not limited to:</p> <ul style="list-style-type: none"> group singing; world songs; rounds; partner songs; solo singing; vocal exercises; vocal technique demonstrations; performances. 	<p>Have students match pitch in a variety of vocal mechanisms.</p> <p>Have students imitate a variety of singers, including peers and professional recordings, and then contrast and compare their own tone color and vocal break with these other singers.</p> <p>Have students listen to recordings of vocal groups that they have participated in, while offering constructive feedback.</p> <p>Have students experience trying to match pitch with an electric tuner. With the electric tuner have students sing through a variety of vowels and vocal mechanisms to see how that this effects their pitch.</p>

<p>Curriculum Standard 2: Perform on instruments, alone and with others, a varied repertoire of music.</p>	<p>... explore keyboard and percussion instruments, with attention to melodic and rhythm patterns and form.</p> <p><u>Instrumental Performance Standards:</u> Perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 1 - 1.5 on a scale of 1 to 6, including some solos performed from memory.</p>	<p>Activities include, but are not limited to: keyboard class; percussion ensembles; playing percussion along with recordings; playing percussion along with other ensembles.</p> <p><u>Instrumental Performance Standards</u> Clapping rhythms individually and in groups. Counting rhythms individually and in groups. Counting beats individually and in groups. Naming notes individually and in groups. Singing instrumental parts while watching a conductor. Vocalizing articulations.</p>	<p>Use the Smart Music interactive comp Have students record and listen to th classroom instrument, asking them to criticism of their work as well as the class. Have students play a classroom instr evaluating software, such as Smart M numerical percentage of their correc incorrect notes in a piece. Have students play duets with other instrumentalists, at first simply tryin together. Have classroom instrumentalists pla students, listening for contrasts of ar etc.</p>
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<p>Curriculum Standard 3: Improvise melodies, variations, and accompaniments.</p>	<p>... improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</p>	<p>Activities include, but are not limited to : Improvise on keyboards with pre-recorded backgrounds of simple chord progressions. Creating percussive rhythms to pre-existing songs.</p>	
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<p>Curriculum Standard 4: Compose and arrange music within specified guidelines.</p>	<p>... create the melody and lyrics of a simple song alone or within a group.</p>	<p>Discuss the sections of songs. Discuss the form of songs. Listen to and analyze the form of existing songs. Compare the relationship of lyrics and music.</p>	<p>Record simple melodies with lyrics that students create with their voices and/or on classroom instruments. Ask students to compare and contrast the emotional content of these lyrics and melodies. Have students listen to dramatic speech and compare the pitch, tempo, dynamics, tone color and articulation of different words and phrases within this speech.</p>
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<p>Standard 5: Read and notate music.</p>	<p>... read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in duple and triple meters. Sight-read simple melodies in both the treble and, when appropriate, bass clef Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. Use standard notation to record their musical ideas and the musical ideas of others <u>Choral/Instrumental Performance Standard</u> Sight-read accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6</p>	<p>Activities will include, but are not limited to: clapping rhythms individually and in groups. Counting rhythms individually and in groups. Counting beats individually and in groups. Naming notes individually and in groups. Play or sing a simple melody using different tempi, articulation, expression, etc.</p>	<p>Assessment tools include: Melodic transcriptions. Rhythmic transcriptions. Tests/ quizzes on musical symbols.</p>
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<p>Curriculum Standard 6: Listen to, analyze, and describe music.</p>	<p>... analyze how elements of music are expressed in diverse musical genres.</p>	<p>Activities will include listening to recordings for examples of articulation and listening to multiple recordings of the same piece to compare differences in tempo, articulation, dynamics, etc.</p>	<p>Have students graph changes in dynamics, instrumentation, etc. Have students demonstrate melodic and harmonic rhythms by clapping or by playing a simple percussion instrument. Have students create their own representational notation for pitch. Have students sketch while listening to music, replicating the tone of the music in their drawings. Have students create pantomimed scenes that replicate the tone of music to which they are listening. Have students create dialog that would represent what an instrumental solo might be communicating.</p>
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<p>Curriculum Standard 7: Evaluate music and music performances.</p>	<p>... evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music.</p>	<p>Activities will include, but not be limited to : Listening, Discussion, and reading critiques.</p>	<p>A class may self-assess through participation in discussions, self-evaluations, and peer-evaluations.</p>
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Curriculum Standard 8: Understand relationships among music, the other arts, and disciplines outside the arts.	<p>... describe ways in which the principles and subject matter of other disciplines are related to those of music</p>	<p>Activities might include: creating skits to accompany musical works; comparing songs and visual arts from the same period. Creating skits with simple songs and/or musical underscore.</p>	<p>Assess students creation of scripts and recordings of multi-disciplinary work. Class discussions are also useful.</p>
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Curriculum Standard 9: Understand music in relation to history and culture.	<p>... describe distinguishing characteristics of representative music genres and styles from different cultures. Students will compare the role of musicians, the function music serves and conditions under which music is typically performed, in several cultures of the world.</p>	<p>Activities may include : Performing songs from other countries/cultures. Guest lectures by musicians from other countries/cultures. Exploration in world drumming. Exploration with simple world instruments such as Irish Flute or Pan Pipes</p>	<p>Assessment tools include but are not limited to : - Performances - Recordings - Writings and/or group discussions comparing and contrasting the melodies, rhythms, instrumentation, etc of music from a variety of places around the world.</p>
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Curriculum Standard 10: Identify the range of careers in the field of music.	<p>... recognize the opportunities that amateur participation in music provide, and the ways that such participation can complement careers outside of music and enhance the quality of life.</p>	<p>Activities include : - Guest lectures - Magazine articles - Writings from such musician's blogs as Ping. - Skyping with active professionals in the music world.</p>	<p>Assessment tools : - Writings and/or group discussions</p>
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Seventh and Eighth GRADE MUSIC

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
<p>Curriculum Standard 1: Sing, alone and with others, a varied repertoire of music.</p>	<p>Sing accurately and with good breath control throughout their singing ranges (<i>i.e. "head" and "chest" voice</i>), alone and in small and large ensembles</p> <p>Sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2 on a scale of 1 to 6, including some songs performed from memory</p> <p>Sing music representing diverse genres and cultures with expression appropriate for the work being performed</p> <p>Sing music written in two and three parts</p> <p><u>Choral standards:</u></p> <p>Sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1 to 6, including some songs from memory</p>	<p>Vocal exercises.</p> <p>Part Songs.</p> <p>SSA arrangements.</p> <p>SAB arrangements when appropriate.</p> <p>Singing melodies and countermelodies. discussing resonance and formants used in vocal technique.</p> <p>singing in a variety of choral and solo styles.</p> <p>Singing and recording self-compositions.</p>	<p>Have students match pitch in a variety of vocal mechanisms.</p> <p>Have students imitate a variety of singers, including peers and professional recordings, and then contrast and compare their own tone color and vocal break with these other singers.</p> <p>Have students listen to recordings of vocal groups that they have participated in, asking for constructive feedback.</p> <p>Have students experience trying to match pitch with an electric tuner. With the electric tuner have students sing through a variety of vowels and vocal mechanisms to see how that this effects their pitch.</p>

<p>Curriculum Standard 2: Perform on instruments, alone and with others, a varied repertoire of music.</p>	<p>Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, and good breath, bow, or stick control</p> <p>Perform, with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a repertoire of instrumental literature with a difficulty level of 2 on a scale of 1 to 6</p> <p>Perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument</p> <p><i>Follow and correctly interpret conducting gestures</i></p> <p><u>Instrumental Performance Standards:</u></p> <p>Perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.</p>	<p>Extended exposure to fully chromatic classroom instruments such as guitar or keyboard or fully chromatic pitched percussion instruments.</p> <p>Recordings and/or performances to peers or to the middle school student body at large.</p> <p>Integrated projects with Social Studies or Language arts, using the classroom instruments.</p> <p>Playing classroom instruments for school functions for atmosphere and spirit.</p>	<p>Have students record and listen to their performances on a classroom instrument, asking them to give constructive criticism of their work as well as the work of others in the class.</p> <p>Have students creating their own layers of musical expression through multi-track recording.</p> <p>Have students play a classroom instrument into music evaluating software, such as Smart Music, to see a numerical percentage of their correct notes compared to incorrect notes in a piece.</p> <p>Have students play duets with other classroom instrumentalists, at first simply trying to end each phrase together.</p> <p>Have classroom instrumentalists play duets with other students, listening for contrasts of articulation, phrasing, etc.</p>
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<p>Curriculum Standard 3: Improve melodies, variations, and accompaniments.</p>	<p>Improvise simple harmonic accompaniments Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys Improvise short melodies, unaccompanied and with given rhythmic accompaniments, each in a consistent style, meter, and tonality</p>	<p>Improvise on classroom instruments with pre-recorded backgrounds of simple chord progressions. Improvise with a partner playing a simple chordal background. Improvising "conversational phrases" with another improviser while "trading fours" to a simple chord progressions. Improvise over major, minor and/or blues progressions. Improvise background phrases and/or counter melodies to a well-known melody. Improvise with a tape-loop with a variety of different periods and frequencies of delay. Improvising along with simple chord patterns on recordings such as produced by Jamie Aebersold or generated by such programs as Garage Band. Improvising background music to a dialog.</p>	<p>Record students improvising along with simple chord patterns on recordings such as produced by Jamie Aebersold or generated by such programs as Garage Band. Record students working with a tape loop with a variety of different periods and frequencies of delay. Record students as they transcribe by ear simple typical motifs used in improvisations. Have students transcribe with standard notation or tablature simple musical motifs that are often used in improvisation</p>
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<p>Curriculum Standard 4: Compose and arrange music within specified guidelines.</p>	<p>Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance</p> <p>Arrange simple pieces for voices or instruments other than those for which the pieces were written</p> <p>Use traditional and nontraditional sound sources and electronic media when composing and arranging</p>	<p>Have students analyze the form of songs in a variety of styles.</p> <p>Have students compare the patterns of pitch, tempo, dynamics, articulation, and tone color in emotional speech with the same elements seen in the music with words.</p> <p>Have students set pitches to a text written by themselves or others, with attention to the comparison and contrast to how someone might say these same words emotionally.</p> <p>Have students write interdisciplinary songs that help describe another aspect of culture or education within the school.</p> <p>Have students analyze and create connecting sections of songs, such as introductions, bridges or codas. Have students perform and /or record these songs to share with peers.</p>	<p>Recordings</p> <p>Writings and group discussions</p> <p>classroom presentations</p> <p>Interdisciplinary performances.</p>
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<p>Standard 5: Read and notate music.</p>	<p>Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in duple, triple, and mixed meters</p> <p>Sight-read simple melodies in both the treble and, when appropriate, bass clef</p> <p>Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>Use standard notation to record their musical ideas and the musical ideas of others</p> <p><u>Choral/Instrumental Performance Standard</u></p> <p>Sight-read accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6</p>	<p>Using notation to document songs and compositions.</p> <p>Explore using music notation software such as Finale.</p> <p>Reading notation to learn simple melodies on classroom instruments without the aid of others.</p> <p>Rhythmic and melodic dictation.</p> <p>Viewing musical scores while listening to music.</p> <p>Sight-singing background harmonies while recording.</p>	<p>Evaluation of melodic transcriptions.</p> <p>Evaluation of rhythmic transcriptions.</p> <p>Tests/ quizzes on musical notations.</p> <p>Recordings.</p>
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<p>Curriculum Standard 6: Listen to, analyze, and describe music.</p>	<p>Analyze how elements of music are expressed in diverse musical genres. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, chords, and harmonic progressions in their analyses of music.</p>	<p>Listen to and compare music of different historical periods. Listen to music in a variety of styles and periods with an emphasis on how the musical elements (pitch, rhythm, tone color, articulation, etc.) re used from one style to another; then compare and contrast the feelings produced when employing these different emphasis of the elements. Listen to music in a variety of styles and periods with an emphasis on harmonic structure from one style to another; then compare and contrast the feelings produced in these different harmonic backgrounds. Listen to music in a variety of styles and periods with an emphasis instrumental arrangements from one style to another; then compare and contrast the feelings produced with these instrumentations. Listen to the same melody performed in more than one style; hen compare and contrast the feelings produced by changing the style. Have students create skits with dialog that they feel correctly correspond to the emotional content of music in a variety of styles and periods.</p>	<p>Classroom discussions Individual writing</p>
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<p>Curriculum Standard 7: Evaluate music and music performances.</p>	<p>Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music</p>	<p>Reading critiques of musical performances. Classroom discussions about why students believe that music listened to had/did not have musical value. Reading composer's/conductor's/musicians feedback about their own performances on music blog sites such as Ping.</p>	<p>Class participation in discussions Self-evaluations Peer-evaluations</p>
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<p>Curriculum Standard 8: Understand relationships among music, the other arts, and disciplines outside the arts.</p>	<p>Compare in two or more arts how the characteristic features of each art discipline can be used to transform similar events, scenes, emotions, or ideas into works of art Describe ways in which the principles and subject matter of other disciplines are related to those of music</p>	<p>Interdisciplinary units with Social Studies, listening to and/or recreating the music of different historical periods. Writing songs to try to encapsulate some of the feelings of a historical event. Writing songs as a reflection to a visual work of art. Writing songs as a reflection poetry or a short story. Listening to compositions based on historical events or works of art/culture.</p>	<p>recordings of multi-disciplinary work Class participation in discussions Individual Writings peer feedback to performances</p>
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<p>Curriculum Standard 9: Understand music in relation to history and culture.</p>	<p>Describe distinguishing characteristics of representative music genres and styles from different cultures Classify by genre, style, historical period, composer, or title bodies of exemplary musical works and explain the characteristics that cause each work to be considered exemplary Compare the role of musicians, the function music serves and conditions under which music is typically performed, in several cultures of the world <i>Describe the role technology has played in music over time</i></p>	<p>List of exemplars? Technology Listening Discussions Guest Musicians Compare musical instrument technology with other technologies Build and tune simple pitched instruments Explore the creation of electronic music</p>	<p>Class participation in discussions Individual Writings</p>
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<p>Curriculum Standard 10: Identify the range of careers in the field of music.</p>	<p>Recognize that improvisation and accompaniment are creative skills that are needed in certain music careers Identify professions where skills of arranging, composing and conducting music are used Identify local, national, or international individuals who are composers/arrangers of music Identify occupations that require people to evaluate music and music performances Recognize that music-related careers exist in musical production and direction <i>Recognize the opportunities that amateur participation in music provide, and the ways that such participation can complement careers outside of music and enhance the quality of life</i></p>	<p>Guest music professionals. Magazine articles. Interviews. 21st century careers?</p>	<p>Class participation in discussions Individual Writings</p>
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Ninth through Twelfth GRADE MUSIC

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
<p>Curriculum Standard 1: Sing, alone and with others, a varied repertoire of music.</p>	<p><u>Choral Performance Standards:</u> Sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory Sing music written in four parts, with and without accompaniment, demonstrating well-developed ensemble skills</p> <p><u>Advanced Ensemble Standards:</u> Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6 Sing music written in more than four parts Sing in small ensembles with one student on each part</p>		
<p>Curriculum Standard 2: Perform on instruments, alone and with others, a varied repertoire of music.</p>	<p><u>Instrumental Performance Standards:</u> Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills</p> <p><u>Advanced Ensemble Standards:</u> Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6 Perform in small ensembles with one student on a part</p>		
<p>Curriculum Standard 3: Improvise melodies, variations, and accompaniments.</p>	<p>Improvise stylistically appropriate harmonization/homophonic parts (<i>in a variety of styles</i>) Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys Improvise original melodies (<i>in a variety of styles</i>) over given chord progressions, each in a consistent style, meter, and tonality</p>		

<p>Curriculum Standard 6: Listen to, analyze, and describe music.</p>	<p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures, by describing the uses of elements of music and expressive devices</p> <p>Demonstrate extensive knowledge of the technical vocabulary of music</p> <p>Identify and explain composition devices and techniques used to provide unity, 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>Demonstrate the ability to perceive and remember musical motifs, themes, sections, movements, etc.</p> <p>Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style</p> <p>Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive</p>		
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<p>Curriculum Standard 7: Evaluate music and music performances.</p>	<p>Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music</p> <p>Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models</p> <p>Evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions</p>		
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<p>Curriculum Standard 8: Understand relationships among music, the other arts, and disciplines outside the arts.</p>	<p>Explain how elements, artistic processes and organizational principles, such as unity or variety, are used in similar and distinctive ways in the various arts Compare characteristics of the arts within a particular period, style, or culture Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music Compare how creators, performers, and others involved in the production and presentation of the various arts are similar to and different from one another</p>	<p>List of various arts-visual and performing...</p>	
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<p>Curriculum Standard 9: Understand music in relation to history and culture.</p>	<p>Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements Identify and explain the stylistic features of a given work that serve to 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 conditions that produced the synthesis of influences</p>	<p>Music theory course/band</p>	
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<p>Curriculum Standard 10: Identify the range of careers in the field of music.</p>	<p>Recognize that some people are hired to sing or play varied styles of music in various media</p> <p>Identify professions in which people compose and/or arrange music in diverse styles for various media</p> <p>Recognize that careers and work opportunities exist in the fields of music evaluation</p> <p>Recognize that professions exist in the study of music history, such as ethnomusicology</p> <p>Research and identify careers in the music field utilizing resources such as individual professionals and reference materials including the internet, as well as local, state, national, and professional organizations.</p> <p><i>Recognize the opportunities that amateur participation in music provide, and the ways that such participation can complement careers outside of music and enhance the quality of life</i></p>		
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Oyster River High School
Grades 9-12

Courses Offered:

Course

Curriculum Standard
