

MUSIC CURRICULUM

Kindergarten

E – Learning Objectives for Grades K-4

M - Learning Objectives for Grades 5-8

Approved by Instructional Council

4/07/06

STUDENT LEARNING OBJECTIVES

Kindergarten

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard # 1)	
Sing, alone and with others, a varied repertoire of music of songs	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> E1.3 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures	<i>Students will be able to:</i> a. Discriminate between the speaking voice and the singing voice b. Explore pitch c. Demonstrate pitch matching (Sol-Mi) d. Echo short melodic patterns e. Demonstrate call and response f. Follow conductor cues g. Keep a steady beat when performing simple song or poems h. Sing songs and games that support the kindergarten curricula

STUDENT LEARNING OBJECTIVES

Kindergarten

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)	
Play, alone and with others, a varied repertoire of music of instrumental music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E2.2 Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.</p> <p>2.4 Echo short rhythms and melodic patterns</p> <p>2.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p>	<p><i>Students will be able to:</i></p> <p>a. Play a steady beat on a classroom percussion instrument</p> <p>a. Play a short echo rhythmic pattern using ta and ti-ti</p> <p>a. Follow a conductor's cues while exploring the different timbres of percussion instruments</p>

STUDENT LEARNING OBJECTIVES

Kindergarten

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Improvise melodies, variations and accompaniments	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E3.1 Improvise “answers” in the same style to given rhythmic and melodic phrases</p> <p>3.4 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Sing simple answers to melodic questions a. Play simple improvised responses on classroom instruments

STUDENT LEARNING OBJECTIVES

Kindergarten

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #4)	
Compose and arrange music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> E4.1 Create and arrange music to accompany readings or dramatizations	<i>Students will be able to:</i> a. Use classroom instruments to accompany age appropriate classroom readings or dramatizations

STUDENT LEARNING OBJECTIVES

Kindergarten

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Read and notate music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> E5.2 Use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys	<i>Students will be able to:</i> a. Point to pictures while following a steady beat b. Follow simple ta and ti-ti patterns c. Identify G clef

STUDENT LEARNING OBJECTIVES

Kindergarten

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Listen to, describe and analyze music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E6.1 Identify simple music forms when presented</p> <p>6.2 Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures</p> <p>6.4 Identify the sounds of instruments as well as children’s voices and male and female adult voices</p> <p>6.5 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music</p>	<p><i>Students will be able to:</i></p> <p>a. Identify AB and same/different forms</p> <p>a. Explore movement while listening to a variety of musical works</p> <p>a. Distinguish between the sounds of instruments and different voices b. Distinguish between the sounds of speaking and singing voices c. Distinguish between children’s, female and male voices</p> <p>a. Explore movement while listening to a variety of musical works</p>

STUDENT LEARNING OBJECTIVES
Kindergarten

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 9 (State Standard # 9)	
Understand music in relation to history and culture	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E9.3 Identify various uses of music in their daily experiences and describe characteristic that make certain music suitable for each use</p> <p>9.5 Demonstrate audience behavior appropriate for the context and style of music performed</p>	<p><i>Students will be able to:</i></p> <p>a. Sing or play songs that support the kindergarten curriculum</p> <p>a. Follow classroom rules</p>

MUSIC CURRICULUM

Grade 1

E – Learning Objectives for Grades K-4

M - Learning Objectives for Grades 5-8

Approved by Instructional Council

4/07/06

STUDENT LEARNING OBJECTIVES
Grade 1

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard # 1)	
Sing, alone and with others, a varied repertoire of music of songs	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
E1.1 Sing expressively, with appropriate dynamics, phrasing and interpretation	<ul style="list-style-type: none"> a. Discriminate between sound and silence, loud and soft b. Explore pitch c. Demonstrate pitch matching (Sol, Mi, La) d. Echo short melodic patterns e. Improvise call and response f. Follow conductor cues g. Keep a steady beat when performing simple song or poems h. Sing songs and games exploring different music elements
1.2 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures	<ul style="list-style-type: none"> a. Sing songs and games that support the first grade curricula
1.3 Sing ostinatos, partner songs and rounds	<ul style="list-style-type: none"> a. Demonstrate a simple ostinatos pattern

STUDENT LEARNING OBJECTIVES

Grade 1

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)	
Play, alone and with others, a varied repertoire of music of instrumental music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E2.2 Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments</p> <p>2.4 Echo short rhythms and melodic patterns</p> <p>2.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p> <p>2.6 Perform independent instrumental parts while other students sing or play contrasting parts</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Play a steady beat on classroom instruments while singing or listening to a selected work b. Perform simple ostinatos <ul style="list-style-type: none"> a. Demonstrate the melodic rhythm of a known song on a percussion instrument b. Use tonal instruments to show ascending and descending musical direction c. Play a short rhythmic pattern using ta, ti-ti, half notes and quarter notes <ul style="list-style-type: none"> a. Use classroom instruments to accompany familiar songs <ul style="list-style-type: none"> a. Perform simple ostinatos to accompany given work b. Perform melodies using the pentatonic scale

STUDENT LEARNING OBJECTIVES

Grade 1

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Improvise melodies, variations and accompaniments	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E3.1 Improvise “answers” in the same style to given rhythmic and melodic phrases</p> <p>3.4 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Sing simple answers to melodic questions with age appropriate responses a. Improvise short pieces on barred instruments set up in pentatonic b. Improvise short pieces on body percussion and classroom instruments

STUDENT LEARNING OBJECTIVES

Grade 1

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #4)	
Compose and arrange music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
E 4.1 Create and arrange music to accompany readings or dramatizations	a. Use classroom instruments to accompany age appropriate classroom readings or dramatizations
4.2 Create and arrange short songs and instrumental pieces within specific guidelines	a. Compose simple rhythmic patterns b. Compose simple melodic patterns
4.3 Use a variety of sound sources when composing	a. Use a variety of classroom instruments when composing

STUDENT LEARNING OBJECTIVES

Grade 1

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Read and notate music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E5.1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures</p> <p>5.2 Use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Read quarter notes, 2/8 notes and quarter rest patterns a. Follow simple ta , ti-ti and quarter rest patterns b. Perform simple solfegge patterns c. Notate simple rhythms and high/low pitches using non-traditional methods d. Identify G clef on the staff referring to the five lines and four spaces

STUDENT LEARNING OBJECTIVES

Grade 1

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Listen to, describe and analyze music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E6.1 Identify simple music forms when presented</p> <p>6.2 Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures</p> <p>6.3 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances</p> <p>6.4 Identify the sounds of instruments as well as children's voices and male and female adult voices</p> <p>6.5 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music</p>	<p><i>Students will be able to:</i></p> <p>a. Identify AB and ABA musical forms</p> <p>b. Discriminate between like and unlike phrases</p> <p>a. Perform movement while listening to a variety of musical works</p> <p>a. Identify the beat, rhythm and phrases of selected songs</p> <p>b. Discuss how tempo and dynamics are used to express emotion in music</p> <p>c. Identify a melody as pitch and rhythm put together</p> <p>d. Describe music as loud, soft or fast slow</p> <p>a. Distinguish between the tone qualities of the human voice</p> <p>b. Identify common orchestral instruments visually and aurally</p> <p>c. Identify a group of singers as a chorus</p> <p>a. Perform movement while listening to a variety of musical works</p>

STUDENT LEARNING OBJECTIVES

Grade 1

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 7 (State Standard # 7)	
Evaluate music and music performances	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> E7.1 Devise criteria for evaluating performances and compositions 7.2 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles	<i>Students will be able to:</i> a. Evaluate personal performances based on set criteria a. Use basic music terminology to discuss their personal musical performance

STUDENT LEARNING OBJECTIVES

Grade 1

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 8 (State Standard # 8)	
Make connections between music, other disciplines and daily life	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> E8.1 Identify similarities and differences in the meanings of common terms used in the various arts 8.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	<i>Students will be able to:</i> a. Identify a ballet as a story told through dance b. Compare patterns in pictures, music and dance a. Sing a varied repertoire of music of songs reflecting the first grade curricula

STUDENT LEARNING OBJECTIVES

Grade 1

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 9 (State Standard # 9)	
Understand music in relation to history and culture	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E9.1 Identify by genre or style aural examples of music from various historical periods and cultures</p> <p>9.2 Describe in simple terms how elements of music are used in music examples from various cultures of the world</p> <p>9.3 Identify various uses of music in their daily experiences and describe characteristic that make certain music suitable for each use</p> <p>9.4 Identify and describe roles of musicians in various music settings and cultures</p> <p>9.5 Demonstrate audience behavior appropriate for the context and style of music performed</p>	<p><i>Students will be able to:</i></p> <p>a. Experience American history through a variety of folk songs</p> <p>b. Listen to and perform songs, dances, and musical games from other countries</p> <p>a. Move to culturally diverse music in a variety of ways to express mood, beat, or rhythm</p> <p>a. Sing or play songs that support the first grade curricula</p> <p>a. Compare the lives and music of composers from different musical periods</p> <p>a. Follow established classroom rules</p>

MUSIC CURRICULUM

Grade 2

E – Learning Objectives for Grades K-4

M - Learning Objectives for Grades 5-8

Approved by Instructional Council

4/07/06

STUDENT LEARNING OBJECTIVES

Grade 2

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard # 1)	
Sing, alone and with others, a varied repertoire of music of songs	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E1.1 Sing independently in a group a varied repertoire of songs, on pitch, in rhythm, with appropriate posture, and maintain a steady tempo</p> <p>1.2 Sing expressively, with appropriate dynamics phrasing and interpretation</p> <p>1.4 Sing ostinatos, partner songs and rounds</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Perform a known song independently with accurate pitch, rhythm and steady tempo b. Demonstrate correct singing posture c. Sing songs and games that support the second grade curricula <ul style="list-style-type: none"> a. Use appropriate phrasing and vocal quality to perform expressively <ul style="list-style-type: none"> a. Explore simple two-part rounds in large and small groups b. Perform simple ostinatos in large and small groups

STUDENT LEARNING OBJECTIVES

Grade 2

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)	
Play, alone and with others, a varied repertoire of music of instrumental music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E2.1 Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</p> <p>2.2 Perform easy rhythmic melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments</p> <p>2.4 Echo short rhythms and melodic patterns</p> <p>2.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p> <p>2.6 Perform independent instrumental parts while other students sing or play contrasting parts</p>	<p><i>Students will be able to:</i></p> <p>a. Perform on instruments studied privately such as piano, violin and guitar</p> <p>a. Play a steady beat on classroom instruments while singing or listening to a selected work</p> <p>b. Perform simple ostinatos</p> <p>a. Demonstrate the melodic rhythm of a known song on a percussion instrument</p> <p>b. Use tonal instruments to show ascending and descending musical direction</p> <p>c. Play a short rhythmic pattern using ta, ti-ti, half notes and quarter notes</p> <p>a. Accompany classroom songs with simple instrumental ostinatos</p> <p>b. Follow a conductor's cues while performing</p> <p>a. Perform simple ostinatos to accompany given work</p> <p>b. Perform melodies using the pentatonic scale</p>

STUDENT LEARNING OBJECTIVES

Grade 2

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Improvise melodies, variations and accompaniments	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E3.1 Improvise “answers” in the same style to given rhythmic and melodic phrases</p> <p>3.2 Improvise simple rhythmic and melodic ostinato accompaniments</p> <p>3.4 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Sing simple answers to melodic questions with age appropriate responses a. Improvise rhythmic accompaniments to “sound stories” a. Improvise short pieces on barred instruments set up in pentatonic b. Improvise short pieces on body percussion and classroom instruments

STUDENT LEARNING OBJECTIVES

Grade 2

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #4)	
Compose and arrange music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E4.1 Create and arrange music to accompany readings or dramatizations</p> <p>4.2 Create and arrange short songs and instrumental pieces within specific guidelines</p> <p>4.3 Use a variety of sound sources when composing</p>	<p><i>Students will be able to:</i></p> <p>a. Use classroom instruments to accompany age appropriate classroom readings or dramatizations</p> <p>a. Compose new texts to simple rote songs</p> <p>a. Add new ostinatos to classroom songs</p> <p>b. Transfer claps, snaps, pats, etc. to percussion instruments</p>

STUDENT LEARNING OBJECTIVES

Grade 2

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Read and notate music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E5.1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures</p> <p>5.2 Use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys</p> <p>5.3 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing</p> <p>5.4 Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher</p>	<p><i>Students will be able to:</i></p> <p>a. Identify and perform half, quarter, two-eighth notes and rests in 2/4 and 4/4 meter signatures</p> <p>a. Recognize simple pitch notation in the treble clef b. Recognize double bar line and repeat sign c. Perform simple solfegge songs d. Continue to notate simple rhythms and high/low pitches using non-traditional methods</p> <p>a. Identify the traditional terms for soft/ loud and fast/ slow</p> <p>a. Identify where the time signature is located in classroom songs b. Notate simple rhythm patterns</p>

STUDENT LEARNING OBJECTIVES

Grade 2

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Listen to, describe and analyze music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E6.1 Identify simple music forms when presented</p> <p>6.2 Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures</p> <p>6.3 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances</p> <p>6.4 Identify the sounds of a variety of instruments from various cultures, as well as children’s voices and male and female adult voices</p> <p>6.5 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music</p>	<p><i>Students will be able to:</i></p> <p>a. Identify the AB and ABA musical forms</p> <p>b. Identify the beat, rhythm and phrases of selected songs</p> <p>c. Listen to and retell musical stories from orchestral literature</p> <p>a. Perform movement while listening to a variety of musical works</p> <p>a. Identify an ostinatos as a repeated phrase added to a melody to produce harmony</p> <p>b. Describe music as getting faster and/or slower</p> <p>c. Describe music as getting louder and/or softer</p> <p>d. Use the terms “solo”, “duet” and “trio” when describing a performance</p> <p>a. Identify tone colors of band and orchestral instruments</p> <p>b. Compare the sound of an orchestra to the sound of a band</p> <p>a. Perform movement while listening to a variety of musical works</p>

STUDENT LEARNING OBJECTIVES

Grade 2

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 7 (State Standard # 7)	
Evaluate music and music performances	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> E7.1 Devise criteria for evaluating performances and compositions 7.2 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles	<i>Students will be able to:</i> a. Evaluate personal performances based on set criteria a. Use basic music terminology to discuss their personal musical preferences

STUDENT LEARNING OBJECTIVES

Grade 2

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 8 (State Standard # 8)	
Make connections between music, other disciplines and daily life	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E8.1 Identify similarities and differences in the meanings of common terms used in the various arts</p> <p>8.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Compare patterns, tone color, and repetition in art works and music b. Identify a ballet as a theatrical production a. Read a poem and use expressive elements of music to interpret it b. Sing songs in a language other than English c. Sing a varied repertoire of music of songs reflecting second grade curricula

STUDENT LEARNING OBJECTIVES

Grade 2

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 9 (State Standard # 9)	
Understand music in relation to history and culture	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E9.1 Identify by genre or style aural examples of music from various historical periods and cultures</p> <p>9.2 Describe in simple terms how elements of music are used in music examples from various cultures of the world</p> <p>9.3 Identify various uses of music in their daily experiences and describe characteristic that make certain music suitable for each use</p> <p>9.4 Identify and describe roles of musicians in various music settings and cultures</p> <p>9.5 Demonstrate audience behavior appropriate for the context and style of music performed</p>	<p><i>Students will be able to:</i></p> <p>a. Experience American history through a variety of grade appropriate folk songs, play parties and singing games</p> <p>b. Listen to style differences in music of various cultures and periods in history</p> <p>a. Move to culturally diverse music in a variety of ways to express mood, beat, or rhythm</p> <p>a. Sing or play songs that support the second grade curricula</p> <p>a. Compare the lives and music of composers from different musical periods</p> <p>a. Follow established classroom rules</p>

MUSIC CURRICULUM

Grade 3

E – Learning Objectives for Grades K-4

M - Learning Objectives for Grades 5-8

Approved by Instructional Council

4/07/06

STUDENT LEARNING OBJECTIVES

Grade 3

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard # 1)	
Sing, alone and with others, a varied repertoire of music of songs	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
E1.1 Sing independently, on pitch, in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo	<ul style="list-style-type: none"> a. Sing songs and games that support the third grade curricula b. Perform a known song independently with accurate pitch, rhythm and a steady tempo c. Sustain correct singing posture
1.2 Sing expressively, with appropriate dynamics, phrasing and interpretation	<ul style="list-style-type: none"> a. Use appropriate phrasing and vocal quality to perform expressively b. Improve vocal production and tone quality
1.4 Sing ostinatos, partner songs and rounds	<ul style="list-style-type: none"> a. Perform simple two/three part rounds in large and small groups b. Perform simple ostinatos in large and small groups c. Perform partner songs in large and small groups d. Perform call – response songs
1.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor	<ul style="list-style-type: none"> a. Perform songs demonstrating levels and following cues from the conductor

STUDENT LEARNING OBJECTIVES

Grade 3

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)	
Play, alone and with others, a varied repertoire of music of instrumental music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E2.1 Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</p> <p>2.2 Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments</p> <p>2.4 Echo short rhythms and melodic patterns</p> <p>2.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p> <p>2.6 Perform independent instrumental parts while other students sing or play contrasting parts</p>	<p><i>Students will be able to:</i></p> <p>a. Perform on instruments studied privately such as piano, violin and guitar</p> <p>a. Accompany classroom songs with instrumental ostinatos</p> <p>a. Demonstrate the melodic rhythm of a known song on a percussion instrument</p> <p>b. Use tonal instruments to show ascending and descending musical direction</p> <p>c. Echo a short rhythmic pattern using ta, ti-ti, half notes, quarter notes and sixteenth notes</p> <p>a. Perform simple ostinatos to accompany given work</p> <p>a. Accompany classroom songs with instrumental ostinatos</p> <p>b. Perform melodies using pentatonic scale</p>

STUDENT LEARNING OBJECTIVES

Grade 3

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Improvise melodies, variations and accompaniments	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E3.1 Improvise “answers” in the same style to given rhythmic and melodic phrases</p> <p>3.2 Improvise simple rhythmic and melodic ostinato accompaniments</p> <p>3.4 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Sing answers to melodic questions with age appropriate responses b. Play answers to rhythmic questions with age appropriate responses on classroom instruments a. Improvise simple patterns on classroom instruments a. Improvise age appropriate pieces on barred instruments set up in pentatonic b. Improvise age appropriate pieces on body percussion and classroom instruments c. Explore the use of a variety of sound sources

STUDENT LEARNING OBJECTIVES

Grade 3

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #4)	
Compose and arrange music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E4.1 Create and arrange music to accompany readings or dramatizations</p> <p>4.2 Create and arrange short songs and instrumental pieces within specific guidelines</p> <p>4.3 Use a variety of sound sources when composing</p>	<p><i>Students will be able to:</i></p> <p>a. Use classroom instruments to accompany age appropriate classroom readings and dramatization</p> <p>a. Improvise an answer to a musical question</p> <p>b. Create ostinatos and melodies to familiar music in a pentatonic scale on orff instruments</p> <p>a. Vary a set poem or song by creating changes in dynamics, tempo or tone color by using a variety of sound sources</p>

STUDENT LEARNING OBJECTIVES

Grade 3

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Read and notate music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E5.1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures</p> <p>5.2 Use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys</p> <p>5.3 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing</p> <p>5.4 Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher</p>	<p><i>Students will be able to:</i></p> <p>a. Identify and perform whole, half, dotted half, quarter, two-eighth notes and rests in 2/4, 3/4, 4/4 meter signatures</p> <p>a. Explore the letter names of the lines and spaces in treble clef</p> <p>b. Notate simple rhythms and high/low pitches using traditional methods</p> <p>a. Identify and perform symbols and terms referring to dynamics and tempo</p> <p>a. Notate eight beat rhythm patterns</p>

STUDENT LEARNING OBJECTIVES
Grade 3

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6) Listen to, describe and analyze music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> E6.1 Identify simple music forms when presented 6.2 Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures 6.3 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances 6.4 Identify the sounds of a variety of instruments from various cultures, as well as children’s voices and male and female adult voices 6.5 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music	<i>Students will be able to:</i> a. Identify rounds, ostinatos and partner songs b. Identify from notation repeated, similar and different sections of music by using letters to show musical form a. Identify the meter of music when following a conductor b. Identify question and answer in known songs c. Identify the melodic contour of phrases within songs d. Listen for “variation” in music and discuss musical changes of tempo, dynamics and tone color a. Identify verse and refrain in music b. Use the term “dynamics” when referring to volume c. Use the term “tempo” when referring to speed of the beat d. Use the term “form” to describe the structure of music e. Use the term “ensemble” to describe a group of musicians a. Classify instruments of the orchestra into brass, woodwind, string, or percussion b. Identify the individual sounds of orchestral and band instruments a. Perform movement while listening to a variety of musical works

STUDENT LEARNING OBJECTIVES

Grade 3

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 7 (State Standard # 7)	
Evaluate music and music performances	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> E7.1 Devise criteria for evaluating performances and compositions 7.2 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles	<i>Students will be able to:</i> a. Evaluate personal performances based on set criteria a. Use basic music terminology to write about their personal musical preferences b. Use appropriate music terminology to critique in writing a musical work and or performance

STUDENT LEARNING OBJECTIVES

Grade 3

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 8 (State Standard # 8)	
Make connections between music, other disciplines and daily life	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E8.1 Identify similarities and differences in the meanings of common terms used in the various arts</p> <p>8.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Compare and contrast the color, timbre, repetition and pattern in a piece of artwork and musical piece b. Illustrate a tone poem or musical piece a. Identify a variety of rhythmic and melodic patterns in music compositions while making a connection to math concepts b. Perform songs reflecting third grade curricula

STUDENT LEARNING OBJECTIVES

Grade 3

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 9 (State Standard # 9)	
Understand music in relation to history and culture	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E9.1 Identify by genre or style aural examples of music from various historical periods and cultures</p> <p>9.2 Describe in simple terms how elements of music are used in music examples from various cultures of the world</p> <p>9.3 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use</p> <p>9.4 Identify and describe roles of musicians in various music settings and cultures</p> <p>9.5 Demonstrate audience behavior appropriate for the context and style of music performed</p>	<p><i>Students will be able to:</i></p> <p>a. Experience American history through a variety of grade appropriate folk songs, play parties and singing games</p> <p>b. Listen to and discuss style differences in music of various cultures and periods in history</p> <p>a. Move to culturally diverse music in a variety of ways to express mood, beat, or rhythm</p> <p>a. Sing or play songs that support the third grade curricula</p> <p>b. Brainstorm various uses of music in their daily experience</p> <p>a. Compare the lives and music of composers from different musical periods</p> <p>b. Recognize the differences in the roles of conductors, composers and performers</p> <p>a. Follow established classroom rules</p>

MUSIC CURRICULUM

Grade 4

E – Learning Objectives for Grades K-4

M - Learning Objectives for Grades 5-8

Approved by Instructional Council

4/07/06

STUDENT LEARNING OBJECTIVES

Grade 4

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard # 1)	
Sing, alone and with others, a varied repertoire of music of songs	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E1.1 Sing independently, on pitch, in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo</p> <p>1.2 Sing expressively, with appropriate dynamics, phrasing and interpretation</p> <p>1.4 Sing ostinatos, partner songs and rounds</p> <p>1.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor</p>	<p><i>Students will be able to:</i></p> <p>a. Demonstrate correct singing posture</p> <p>b. Perform with accurate pitch and rhythm using an appropriate tempo</p> <p>c. Sing songs and games that support the fourth grade curricula</p> <p>a. Perform expressively using appropriate dynamics, phrasing, and stylistic interpretation</p> <p>a. Perform two-three part rounds, ostinatos, partner songs and simple two part harmony</p> <p>a. Perform songs demonstrating levels and following cues from the conductor</p>

STUDENT LEARNING OBJECTIVES

Grade 4

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)	
Play, alone and with others, a varied repertoire of music of instrumental music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E2.1 Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</p> <p>2.2 Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments</p> <p>2.3 Perform expressively a varied repertoire of music representing diverse genres and styles</p> <p>2.4 Echo short rhythms and melodic patterns</p> <p>2.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p> <p>2.6 Perform independent instrumental parts while other students sing or play contrasting parts</p>	<p><i>Students will be able to:</i></p> <p>a. Demonstrate correct fingering and tonguing on recorders while performing simple rote songs</p> <p>b. Perform with accurate pitch and rhythm using an appropriate tempo on a recorder</p> <p>a. Demonstrate correct playing posture for recorder</p> <p>b. Play easy rhythmic and melodic patterns on the recorder</p> <p>a. Perform expressively using appropriate dynamics, phrasing and stylistic interpretation</p> <p>a. Demonstrate the melodic rhythm of a known song on a percussion instrument</p> <p>b. Use tonal instruments to show ascending and descending musical direction</p> <p>c. Play a short rhythmic pattern using ta, ti-ti, half notes, quarter notes and sixteenth notes</p> <p>a. Demonstrate independence within a group playing recorders matching dynamic levels, reading music and responding to cues from a conductor</p> <p>a. Demonstrate simple rounds on orff instruments and recorders</p> <p>b. Accompany classroom songs with instrumental ostinatos</p>

STUDENT LEARNING OBJECTIVES
Grade 4

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Improvise melodies, variations and accompaniments	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E3.1 Improvise “answers” in the same style to given rhythmic and melodic phrases</p> <p>3.2 Improvise simple rhythmic and melodic ostinato accompaniments</p> <p>3.3 Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies</p> <p>3.4 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means</p>	<p><i>Students will be able to:</i></p> <p>a. Sing answers to melodic questions with age appropriate responses</p> <p>a. Play answers to rhythmic questions with age appropriate responses on classroom instruments</p> <p>b. Play melodic answers to melodic questions on recorders</p> <p>a. Improvise simple patterns on classroom instruments alone and in small groups</p> <p>a. Improvise simple embellishments to familiar melodies using the recorders</p> <p>a. Improvise age appropriate pieces on barred instruments set up in pentatonic</p> <p>b. Improvise age appropriate pieces on body percussion and classroom instruments</p> <p>c. Use a variety of sound sources to improvise accompaniments</p>

STUDENT LEARNING OBJECTIVES
Grade 4

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #4)	
Compose and arrange music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E4.1 Create and arrange music to accompany readings or dramatizations</p> <p>4.2 Create and arrange short songs and instrumental pieces within specific guidelines</p> <p>4.3 Use a variety of sound sources when composing</p>	<p><i>Students will be able to:</i></p> <p>a. Use classroom instruments to accompany age appropriate classroom readings or dramatizations</p> <p>a. Compose a simple melody on a recorder</p> <p>b. Create ostinatos and melodies to familiar music in a pentatonic scale on orff instruments</p> <p>a. Vary a set poem or song by creating changes in dynamics, tempo or tone color by using a variety of sound sources</p>

STUDENT LEARNING OBJECTIVES

Grade 4

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Read and notate music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E5.1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures</p> <p>5.2 Use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys</p> <p>5.3 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing</p> <p>5.4 Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Begin to recognize a group of four sixteenth notes b. Follow a simple vocal score <ul style="list-style-type: none"> a. Identify the letter names of the lines and spaces in treble clef b. Notate simple rhythms and pitches using traditional methods <ul style="list-style-type: none"> a. Identify and perform symbols and traditional terms referring to dynamics, tempo and articulation <ul style="list-style-type: none"> a. Notate a simple song

STUDENT LEARNING OBJECTIVES

Grade 4

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Listen to, describe and analyze music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E6.1 Identify simple music forms when presented</p> <p>6.2 Demonstrated perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures</p> <p>6.3 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances</p> <p>6.4 Identify the sounds of a variety of instruments from various cultures, as well as children’s voices and male and female adult voices</p> <p>6.5 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Explain and apply the use of a time signature b. Identify from notation repeated, similar and different sections of music by using letters to show musical form <ul style="list-style-type: none"> a. Identify the meter of music when following a conductor b. Identify question and answer in known songs c. Identify the melodic contour of phrases within songs d. Listen for “variation” in music and discuss musical changes of tempo, dynamics and tone color <ul style="list-style-type: none"> a. Apply appropriate terminology when writing/discussing musical performance b. Describe changes in dynamics from notated symbols <ul style="list-style-type: none"> a. Identify instruments by family and individual tone color <ul style="list-style-type: none"> a. Perform movement while listening to a variety of musical works

STUDENT LEARNING OBJECTIVES

Grade 4

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 7 (State Standard # 7)	
Evaluate music and music performances	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> E7.1 Devise criteria for evaluating performances and compositions 7.2 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles	<i>Students will be able to:</i> a. discuss criteria for expressive singing and recorder performances a. Use basic music terminology to write about their personal musical preferences b. Use appropriate music terminology to critique in writing a musical work and or performance

STUDENT LEARNING OBJECTIVES

Grade 4

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 8 (State Standard # 8)	
Make connections between music, other disciplines and daily life	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E8.1 Identify similarities and differences in the meanings of common terms used in the various arts</p> <p>8.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Demonstrate awareness of how disciplines taught within the school community are interrelated with those of music a. Identify the mathematical basis of note values, rests, time signatures, etc. and discuss their relation to fractions b. Perform a varied repertoire of music of songs reflecting fourth grade curricula

STUDENT LEARNING OBJECTIVES

Grade 4

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 9 (State Standard # 9) Understand music in relation to history and culture	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> E9.1 Identify by genre or style aural examples of music from various historical periods and cultures 9.2 Describe in simple terms how elements of music are used in music examples from various cultures of the world 9.3 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use 9.4 Identify and describe roles of musicians in various music settings and cultures 9.5 Demonstrate audience behavior appropriate for the context and style of music performed	<i>Students will be able to:</i> a. Experience songs in other languages such as Hebrew and Spanish b. Experience American history through a variety of grade appropriate folk songs, play parties and singing games c. Listen to and discuss style differences in music of various cultures and periods in history d. Listen to and play songs from recorder literature a. Identify the elements of music characteristics in the songs of various cultures a. Sing or play songs that support the fourth grade curricula b. Discuss various uses of music in their daily experience a. Compare the lives and music of composers from different musical periods b. Brainstorm various careers in music a. Follow established classroom rules

MUSIC CURRICULUM

Grade 5

E – Learning Objectives for Grades K-4

M - Learning Objectives for Grades 5-8

Approved by Instructional Council

4/07/06

STUDENT LEARNING OBJECTIVES

Grade 5

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard # 1)	
Sing, alone and with others, a varied repertoire of music of songs	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> M1.1 Sing accurately with good breath control throughout their singing ranges, alone and in small and large ensembles 1.4 Sing music written in two and three parts	<i>Students will be able to:</i> a. Demonstrate correct singing posture b. Perform with accurate pitch and rhythm using an appropriate tempo c. Perform expressively using appropriate dynamics, phrasing and stylistic interpretation d. Sing songs that support the fifth grade curricula a. Respond to cues of a conductor in choral ensembles b. Perform rounds, partner songs and simple two-part harmony from vocal arrangements

STUDENT LEARNING OBJECTIVES

Grade 5

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)	
Play, alone and with others, a varied repertoire of music of instrumental music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M2.3 Perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>2.4 Play by ear simple melodies on a melodic instrument</p> <p>E 2.6 Perform independent instrumental parts while other students sing or play contrasting parts</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Accompany a variety of songs using classroom instruments a. Perform a song by ear using a recorder or other melodic instrument a. Maintain an independent instrumental part while others perform contrasting rhythmic and melodic lines

STUDENT LEARNING OBJECTIVES
Grade 5

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Improvise melodies, variations and accompaniments	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M3.1 Improvise simple harmonic accompaniments</p> <p>3.2 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys</p> <p>3.3 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality</p>	<p><i>Students will be able to:</i></p> <p>a. Improvise harmonic accompaniments using barred instruments</p> <p>a. Improvise a 3 or 4 note pattern to be used as an embellishment for a simple melody</p> <p>b. Improvise simple rhythmic patterns to be used as an accompaniment to a pentatonic melody</p> <p>a. Improvise a short melody on barred instruments or recorders</p>

STUDENT LEARNING OBJECTIVES

Grade 5

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #4)	
Compose and arrange music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> M4.1 Compose short pieces within specific guidelines, demonstrating how the elements of music are used 4.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing	<i>Students will be able to:</i> a. Compose short songs within specific guidelines using classroom instruments a. Explore “found” instruments and classroom instruments to create original works

STUDENT LEARNING OBJECTIVES

Grade 5

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Read and notate music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M5.1 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 meter signatures</p> <p>5.2 Read at sight simple melodies in both the treble and bass clefs</p> <p>5.3 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression</p> <p>5.4 Use standard notation to record their musical ideas and the musical ideas of others</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Identify standard music symbols and terms from traditional notation b. Explore 6/8 meter signature a. Sight read grade appropriate melodies in treble clef a. Demonstrate their ability to perform and interpret a vocal score using the symbols for pitch, rhythm, dynamics, tempo, articulation and expression a. Compose simple rhythmic and melodic pieces

STUDENT LEARNING OBJECTIVES

Grade 5

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Listen to, describe and analyze music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M6.1 Describe specific music events in a given aural example, using appropriate terminology</p> <p>6.2 Analyze the uses of elements of music in aural examples representing diverse genres and cultures</p> <p>6.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, chords and scales in their analyses of music</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Use appropriate terminology when discussing vocal and instrumental selections b. Identify songs aurally as major or minor tonality c. Identify refrain, verse, interlude, introduction and coda d. Identify binary, ternary, and rondo form e. Identify “staccato” and “legato” both in notation and performance <ul style="list-style-type: none"> a. Describe the ranges of the human voice as soprano, alto, tenor and bass b. Identify the elements of music while listening to a variety of musical works <ul style="list-style-type: none"> a. Identify the sounds of various instruments, including most orchestral and band instruments b. Identify a “chord” as three or more pitches sounded together c. Use a keyboard to recognize a major scale as a pattern of whole and half steps

STUDENT LEARNING OBJECTIVES

Grade 5

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 7 (State Standard # 7)	
Evaluate music and music performances	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M7.1 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>7.2 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Devise criteria for evaluating vocal and instrumental music and musical performances b. Identify aurally correct or incorrect performance of pitches in pieces being studied c. Identify aurally correct or incorrect performances of rhythms in pieces being studied d. Identify visually and aurally legato and staccato styles of articulation in the pieces being studied e. Evaluate music using the appropriate music terminology <ul style="list-style-type: none"> a. Evaluate own concerts by listening to and/or watching audio/video tapes of performances b. Write self-evaluations based upon knowledge of criteria in order to improve own performance

STUDENT LEARNING OBJECTIVES

Grade 5

As a result of music education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 8 (State Standard # 8)</p> <p>Make connections between music, other disciplines and daily life</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M8.1 Compare in two or more arts how the characteristic materials of each art (that is sound in music, visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art</p> <p>8.2 Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</p> <p>8.3 Identify a variety of music-related careers</p>	<p><i>Students will be able to:</i></p> <p>a. Demonstrate an understanding of the impact of music on other art forms</p> <p>a. Write a Haiku and accompany it with classroom instruments</p> <p>b. Discuss how music interrelates with other disciplines taught in school</p> <p>a. List a variety of music related careers (i.e. composers, performers, arrangers)</p>

STUDENT LEARNING OBJECTIVES

Grade 5

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 9 (State Standard # 9)	
Understand music in relation to history and culture	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M9.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures</p> <p>9.2 Classify by genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary</p> <p>9.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Compare and contrast the musical styles from a variety of cultures b. Perform songs from a variety of cultures using the identified characteristics of the representative music a. Recognize examples of folk, classical, jazz, popular, and other styles of music b. Compare the lives and music of composers from different musical periods a. Describe music’s role in celebrations of their own and/or other cultures b. Compare and contrast the functions of music in a variety of cultures

MUSIC CURRICULUM

Grade 6

E – Learning Objectives for Grades K-4
M - Learning Objectives for Grades 5-8

Approved by Instructional Council
4/07/06

STUDENT LEARNING OBJECTIVES

Grade 6

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard # 1)	
Sing, alone and with others, a varied repertoire of music of songs	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M1.1 Sing a wide variety of songs accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles</p> <p>1.4 Sing music written in two and three parts</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Demonstrate correct singing posture b. Perform with accurate pitch and rhythm using an appropriate tempo c. Perform expressively using appropriate dynamics, phrasing and stylistic interpretation d. Sing songs that support the sixth grade curricula <ul style="list-style-type: none"> a. Respond to cues of a conductor in choral ensembles b. Perform rounds, partner songs and simple two part harmony

STUDENT LEARNING OBJECTIVES

Grade 6

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)	
Play, alone and with others, a varied repertoire of music of instrumental music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> M2.3 Perform music representing diverse genres and cultures, with expression appropriate for the work being performed 2.4 Play by ear simple melodies on a melodic instrument	<i>Students will be able to:</i> a. Accompany a variety of songs using classroom instruments a. Perform a variety of songs by ear using a recorder or other melodic instrument

STUDENT LEARNING OBJECTIVES

Grade 6

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Improvise melodies, variations and accompaniments	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M3.1 Improvise simple harmonic accompaniments</p> <p>3.2 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys</p> <p>3.3 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Improvise harmonic accompaniments using barred instruments a. Improvise a 3 or 4 note pattern to be used as an embellishment for a simple melody b. Improvise simple rhythmic patterns to be used as an accompaniment to a pentatonic melody a. Improvise in a consistent style and meter a short melody on barred instruments or recorders over given accompaniments

STUDENT LEARNING OBJECTIVES
Grade 6

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #4)	
Compose and arrange music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M4.1 Compose short pieces within specific guidelines, demonstrating how the elements of music are used</p> <p>4.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing</p>	<p><i>Students will be able to:</i></p> <p>a. Compose short songs within specific guidelines using classroom instruments</p> <p>a. Use “found” instruments and classroom instruments to create original musical compositions</p>

STUDENT LEARNING OBJECTIVES

Grade 6

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Read and notate music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M5.1 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 meter signatures</p> <p>5.2 Read at sight simple melodies in both the treble and bass clefs</p> <p>5.3 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression</p> <p>5.4 Use standard notation to record their musical ideas and the musical ideas of others</p>	<p><i>Students will be able to:</i></p> <p>a. Identify and interpret standard music symbols and terms from traditional notation</p> <p>a. Sight read grade appropriate melodies in treble clef</p> <p>a. Perform and interpret a vocal score using the symbols for pitch, rhythm, dynamics, tempo, articulation and expression</p> <p>a. Compose a variety of simple rhythmic and melodic pieces</p>

STUDENT LEARNING OBJECTIVES

Grade 6

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Listen to, describe and analyze music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M6.1 Describe specific music events in a given aural example, using appropriate terminology</p> <p>6.2 Analyze the uses of elements of music in aural examples representing diverse genres and cultures</p> <p>6.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Use appropriate terminology when discussing vocal and instrumental selections b. Identify songs aurally as major or minor tonality c. Identify refrain, verse, interlude, introduction and coda d. Identify binary, ternary, and rondo form e. Identify “staccato” and “legato” both in notation and performance <ul style="list-style-type: none"> a. Describe the ranges of the human voice as soprano, alto, tenor and bass b. Identify the elements of music while listening to a variety of musical works c. Identify the sounds of various instruments, including most orchestral and band instruments <ul style="list-style-type: none"> a. Identify a “chord” as three or more pitches sounded together b. Use a keyboard to recognize a major scale as a pattern of whole and half steps

STUDENT LEARNING OBJECTIVES

Grade 6

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 7 (State Standard # 7)	
Evaluate music and music performances	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M7.1 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>7.2 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Devise criteria for evaluating vocal and instrumental music and musical performances b. Identify aurally correct or incorrect performance of pitches in pieces being studied c. Identify aurally correct or incorrect performances of rhythms in pieces being studied d. Identify aurally and visually legato and staccato styles of articulation in the pieces being studied e. Evaluate music using the appropriate music terminology <ul style="list-style-type: none"> a. Evaluate own concerts by listening to and/or watching audio/video tapes of performances b. Write self-evaluations based upon knowledge of criteria in order to improve own performance

STUDENT LEARNING OBJECTIVES

Grade 6

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 8 (State Standard # 8)	
Make connections between music, other disciplines and daily life	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M8.1 Compare in two or more arts how the characteristic materials of each art (that is sound in music, visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art</p> <p>8.2 Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</p> <p>8.3 Identify a variety of music-related careers</p>	<p><i>Students will be able to:</i></p> <p>a. Demonstrate an understanding of the impact of music on other art forms</p> <p>a. Write a poem and create instrumental accompaniment using classroom instruments</p> <p>b. Discuss how music interrelates with other disciplines taught in school</p> <p>a. Describe a variety of music related careers</p>

STUDENT LEARNING OBJECTIVES

Grade 6

As a result of music education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 9 (State Standard # 9)</p> <p>Understand music in relation to history and culture</p>	
LEARNER OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M9.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures</p> <p>9.2 Classify by genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary</p> <p>9.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Compare and contrast the musical styles from a variety of cultures b. Perform songs from a variety of cultures using the identified characteristics of the representative music <ul style="list-style-type: none"> a. Recognize examples of folk, classical, jazz, popular, and other styles of music b. Compare the lives and music of composers from different musical periods <ul style="list-style-type: none"> a. Describe music's role in celebrations of their own and/or other cultures b. Compare and contrast the functions of music in a variety of cultures

MUSIC CURRICULUM

Grade 7 – Chorus

E – Learning Objectives for Grades K-4

M - Learning Objectives for Grades 5-8

**Approved by Instructional Council
4/07/06**

STUDENT LEARNING OBJECTIVES

Grade 7 - Chorus

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard # 1)	
Sing, alone and with others, a varied repertoire of music of songs	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M1.1 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles</p> <p>1.2 Sing with expression and technical accuracy a repertoire of vocal literature including some songs performed from memory</p> <p>1.3 Sing music representing diverse genres and cultures, with expression appropriate for the work</p> <p>1.4 Sing music written in two and three parts</p>	<p><i>Students will be able to:</i></p> <p>a. Practice vocal warm-ups and scale exercises demonstrating good posture for correct vocal production</p> <p>b. Practice singing repertoire of music with proper phrasing and breathe management</p> <p>a. Perform in concert memorized music with expressive music qualities</p> <p>a. Sing multi-cultural songs appropriately reflecting the character and ethnicity of the song</p> <p>a. Perform in small and large ensembles two and three part songs</p>

STUDENT LEARNING OBJECTIVES

Grade 7 - Chorus

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Read and notate music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M5.1 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 meter signatures</p> <p>5.2 Read at sight simple melodies in both the treble and bass clefs</p> <p>5.3 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression</p>	<p><i>Students will be able to:</i></p> <p>a. Perform and interpret standard music notation in grade and voice appropriate choral arrangements</p> <p>a. Sight read their vocal part in choral arrangements in treble clef</p> <p>a. Apply the characteristics of pitch, rhythm, dynamics, tempo, articulation and expression when performing choral arrangements</p>

STUDENT LEARNING OBJECTIVES

Grade 7 - Chorus

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Listen to, describe and analyze music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M6.1 Describe specific music events in a given aural example, using appropriate terminology</p> <p>6.2 Analyze the uses of elements of music in aural examples representing diverse genres and cultures</p> <p>6.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Use appropriate terminology when discussing vocal selections to identify the tonality, form, articulation and expressive qualities of the music a. Discuss the use of the elements of music to reflect on the cultural integrity of the repertoire of music a. Sing repertoire of music which demonstrates their knowledge of meter, rhythm, tonality and intervals

STUDENT LEARNING OBJECTIVES

Grade 7 - Chorus

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 7 (State Standard # 7)	
Evaluate music and music performances	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M7.1 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>7.2 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Aurally identify correct or incorrect performance of balance and harmony in pieces being performed b. Evaluate their own performance using the elements of music c. Use the evaluation information to improve their own performance <ul style="list-style-type: none"> a. Evaluate (verbally and in written form) the quality and effectiveness of individual and group performances/rehearsals b. Use the evaluation information to offer suggestions for improving the performances

STUDENT LEARNING OBJECTIVES
Grade 7 - Chorus

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 8 (State Standard # 8)	
Make connections between music, other disciplines and daily life	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M8.1 Compare in two or more arts how the characteristic materials of each art (that is sound in music, visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art</p> <p>8.2 Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</p> <p>8.3 Identify a variety of music-related careers</p>	<p><i>Students will be able to:</i></p> <p>a. Compare two or more art forms found in a Broadway production</p> <p>b. Describe in writing the impact music has on a Broadway production</p> <p>a. Make a connection between repertoire of music and historical periods covered in seventh grade curriculum</p> <p>a. List and describe careers involved in producing a Broadway show</p>

STUDENT LEARNING OBJECTIVES

Grade 7 - Chorus

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 9 (State Standard # 9)	
Understand music in relation to history and culture	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> M9.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures	<i>Students will be able to:</i> a. Sing music in a variety of styles and genres such as gospel, folk and pop using appropriate techniques

MUSIC CURRICULUM

Grade 7 – Keyboarding

E – Learning Objectives for Grades K-4
M - Learning Objectives for Grades 5-8

Approved by Instructional Council
4/07/06

STUDENT LEARNING OBJECTIVES

Grade 7 - Keyboarding

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)	
Play, alone and with others, a varied repertoire of music of instrumental music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M2.1 Perform on at least one instrument accurately and independently alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control</p> <p>2.2 Perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature</p> <p>2.4 Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument</p>	<p><i>Students will be able to:</i></p> <p>a. Perform songs on the keyboard alone and in small ensembles with good playing position</p> <p>a. Perform songs on the keyboard alone and with small ensembles with expression and technical accuracy</p> <p>a. Play by ear on the keyboard simple melodies with simple accompaniments</p>

STUDENT LEARNING OBJECTIVES

Grade 7 - Keyboarding

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Improvise melodies, variations and accompaniments	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M3.2 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys</p> <p>3.3 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Improvise on the keyboard rhythmic variations to a given melody b. Improvise on the keyboard melodic variations in given melodies in major keys <ul style="list-style-type: none"> a. Improvise on the keyboard a short melody over student chosen accompaniments each in a consistent style, meter and tonality

STUDENT LEARNING OBJECTIVES

Grade 7 - Keyboarding

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #4)	
Compose and arrange music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M4.1 Compose short pieces within specific guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance</p> <p>4.2 Arrange simple pieces for voices or instruments other than those for which the pieces were written</p> <p>4.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging</p>	<p><i>Students will be able to:</i></p> <p>a. Compose a short piece on the keyboard using assigned guidelines reflecting the musical characteristics of the medieval time period</p> <p>a. Create a “re-mix” of simple melodies on the keyboard</p> <p>a. Compose and arrange original pieces using a variety of sound sources on electronic keyboard</p>

STUDENT LEARNING OBJECTIVES

Grade 7 - Keyboarding

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Read and notate music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M5.1 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 meter signatures</p> <p>5.2 Read at sight simple melodies in both the treble and bass clefs</p> <p>5.3 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression</p> <p>5.4 Use standard notation to record their musical ideas and the musical ideas of others</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Interpret and play on a keyboard standard music notation from piano arrangements a. Sight read simple piano arrangements in treble and/or bass clefs on a keyboard a. Read and play on a keyboard beginning contour melodic notations b. Read and play on a keyboard standard music melodic notations c. Perform and interpret piano arrangements using pitch, rhythm, tempo, and articulation a. Compose a simple melodic piece in the genre of medieval music using their own forms of music notation b. Translate their own work into traditional music notation

STUDENT LEARNING OBJECTIVES

Grade 7 - Keyboarding

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Listen to, describe and analyze music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M6.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music</p>	<p><i>Students will be able to:</i></p> <p>a. Play original work and standard repertoire of music which demonstrates their knowledge of meter, rhythm and tonality</p>

STUDENT LEARNING OBJECTIVES
Grade 7 - Keyboarding

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 7 (State Standard # 7)	
Evaluate music and music performances	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M7.1 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>7.2 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Devise criteria for evaluating keyboard performances b. Self-monitor and improve their own performances on the keyboard <ul style="list-style-type: none"> a. Evaluate the quality and effectiveness of their peer's short pieces reflecting the musical characteristics of the Medieval time period

STUDENT LEARNING OBJECTIVES

Grade 7 - Keyboarding

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 8 (State Standard # 8)	
Make connections between music, other disciplines and daily life	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>8.2 Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</p> <p>8.3 Identify a variety of music-related careers</p>	<p><i>Students will be able to:</i></p> <p>a. Write a comparison of the sounds produced by a piano and an electronic keyboard/piano in relation to science concepts</p> <p>a. Role play the jobs of the people involved in making a CD (i.e. composer, arranger, cover designer)</p>

STUDENT LEARNING OBJECTIVES
Grade 7 - Keyboarding

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 9 (State Standard # 9)	
Understand music in relation to history and culture	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M9.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures</p> <p>9.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</p>	<p><i>Students will be able to:</i></p> <p>a. Analyze their own and peer’s created pieces for the keyboard based on the musical characteristics of the medieval time period</p> <p>a. Compare and contrast the role of music in Medieval versus modern time periods</p>

MUSIC CURRICULUM

Grade 8 - Chorus

E – Learning Objectives for Grades K-4
M - Learning Objectives for Grades 5-8

Approved by Instructional Council
4/07/06

STUDENT LEARNING OBJECTIVES

Grade 8 - Chorus

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard # 1)	
Sing, alone and with others, a varied repertoire of music of songs	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M1.1 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles</p> <p>1.2 Sing with expression and technical accuracy a repertoire of vocal literature including some songs performed from memory</p> <p>1.3 Sing music representing diverse genres and cultures, with expression appropriate for the work</p> <p>1.4 Sing music written in two and three parts</p>	<p><i>Students will be able to:</i></p> <p>a. Sing with accuracy vocal warm-ups and scale exercises demonstrating good posture for correct vocal productions</p> <p>b. Sing with accuracy repertoire of music with proper phrasing and breathe management</p> <p>a. Perform in concert memorized music with expressive music qualities</p> <p>a. Sing multi-cultural songs appropriately reflecting the character and ethnicity of the song</p> <p>a. Perform in small and large ensembles two and three part songs</p>

STUDENT LEARNING OBJECTIVES
Grade 8 - Chorus

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Read and notate music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M5.1 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 meter signatures</p> <p>5.2 Read at sight simple melodies in both the treble and bass clefs</p> <p>5.3 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression</p>	<p><i>Students will be able to:</i></p> <p>a. Perform and interpret standard music notation in grade and voice appropriate choral arrangements</p> <p>a. Sight read their vocal part in choral arrangements in treble clefs or bass clefs</p> <p>a. Apply the characteristics of pitch, rhythm, dynamics, tempo, articulation and expression when performing choral arrangements</p>

STUDENT LEARNING OBJECTIVES

Grade 8 - Chorus

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Listen to, describe and analyze music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M6.1 Describe specific music events in a given aural example, using appropriate terminology</p> <p>6.2 Analyze the uses of elements of music in aural examples representing diverse genres and cultures</p> <p>6.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Use appropriate terminology when discussing vocal selections to identify the tonality, form, articulation and expressive qualities of the music a. Discuss the use of the elements of music to reflect on the cultural integrity of the repertoire of music a. Sing repertoire of music which demonstrates their knowledge of meter, rhythm, tonality and intervals

STUDENT LEARNING OBJECTIVES

Grade 8 - Chorus

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 7 (State Standard # 7)	
Evaluate music and music performances	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M7.1 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>7.2 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Aurally identify correct or incorrect performance of balance and harmony in pieces being performed b. Evaluate their own performance using the elements of music c. Use the evaluation information to improve their own performance <ul style="list-style-type: none"> a. Write a musical review critiquing the quality and effectiveness of a performance b. Develop a plan for improving a group performance

STUDENT LEARNING OBJECTIVES

Grade 8 - Chorus

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 8 (State Standard # 8)	
Make connections between music, other disciplines and daily life	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M8.1 Compare in two or more arts how the characteristic materials of each art (that is sound in music, visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art</p> <p>8.2 Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</p> <p>8.3 Identify a variety of music-related careers</p>	<p><i>Students will be able to:</i></p> <p>a. Compare three or more art forms found in a Broadway production in writing</p> <p>a. Make a connection between repertoire of music and historical periods covered in eighth grade curriculum</p> <p>a. Choose one of the careers involved in producing a Broadway show and explain why it is the most important one</p>

STUDENT LEARNING OBJECTIVES

Grade 8 - Chorus

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 9 (State Standard # 9)	
Understand music in relation to history and culture	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> M9.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures	<i>Students will be able to:</i> a. Sing music in a variety of styles and genres such as gospel, folk and pop using appropriate techniques

MUSIC CURRICULUM

Grade 8 - Guitar

E – Learning Objectives for Grades K-4
M - Learning Objectives for Grades 5-8

Approved by Instructional Council
4/07/06

STUDENT LEARNING OBJECTIVES

Grade 8 - Guitar

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)	
Play, alone and with others, a varied repertoire of music of instrumental music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M2.1 Perform on at least one instrument accurately and independently alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control</p> <p>2.2 Perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature</p> <p>2.4 Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument</p>	<p><i>Students will be able to:</i></p> <p>a. Perform songs on the guitar alone and in small ensembles with good playing position</p> <p>a. Perform songs on the guitar alone and in small ensembles with expression and technical accuracy</p> <p>a. Play by ear on the guitar simple melodies with simple accompaniments</p>

STUDENT LEARNING OBJECTIVES

Grade 8 - Guitar

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Improvise melodies, variations and accompaniments	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M3.1 Improvise simple harmonic accompaniments</p> <p>3.2 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys</p> <p>3.1 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality</p>	<p><i>Students will be able to:</i></p> <p>a. Improvise harmonic accompaniments with the guitar</p> <p>a. Improvise melodic embellishments using up to 8 notes</p> <p>a. Improvise a short melody on guitar in a consistent style and meter</p>

STUDENT LEARNING OBJECTIVES

Grade 8 - Guitar

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #4)	
Compose and arrange music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> M4.1 Compose short pieces within specific guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance	<i>Students will be able to:</i> a. Compose a short piece on the guitar using traditional notation as specified in given rubrics

STUDENT LEARNING OBJECTIVES
Grade 8 - Guitar

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Read and notate music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M5.1 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 meter signatures</p> <p>5.2 Read at sight simple melodies in both the treble and bass clefs</p> <p>5.3 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression</p> <p>5.4 Use standard notation to record their musical ideas and the musical ideas of others</p>	<p><i>Students will be able to:</i></p> <p>a. Interpret and play on a guitar standard music notation</p> <p>a. Sight read simple musical exercises in treble clef on a guitar</p> <p>a. Interpret and perform on a guitar musical arrangements using pitch, rhythm, tempo, and expression</p> <p>a. Compose and perform a simple melodic/rhythmic piece using traditional music notation</p>

STUDENT LEARNING OBJECTIVES

Grade 8 - Guitar

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Listen to, describe and analyze music	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> 6.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music	<i>Students will be able to:</i> a. Play original work and standard repertoire of music which demonstrates their knowledge of meter, rhythm and tonality

STUDENT LEARNING OBJECTIVES

Grade 8 - Guitar

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 7 (State Standard # 7)	
Evaluate music and music performances	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M7.1 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>7.2 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Devise criteria for evaluating guitar performances b. Self-monitor and improve their own performances on the guitar a. Evaluate the quality and effectiveness of original work developed by themselves and their peers.

STUDENT LEARNING OBJECTIVES

Grade 8 - Guitar

As a result of music education, students independently and collaboratively will be able to:

GOAL: District Goal # 8 (State Standard # 8)	
Make connections between music, other disciplines and daily life	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>8.2 Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</p> <p>8.3 Identify a variety of music-related careers</p>	<p><i>Students will be able to:</i></p> <p>a. Write a comparison of the sounds produced by an acoustic and an electric guitar in relation to science concepts</p> <p>a. Identify a potential music related career and write a plan for obtaining that career</p>