



9-12 Vocal Music Curriculum

May 11, 2017 Board Approved
STCHARLESR6



Grades 9 - 12 Vocal Music Curriculum Committee

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Grades 9 - 12 Vocal Music Curriculum
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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

9-12 Vocal Music Philosophy

Children sing (music), play (drama), and draw (art); therefore, the fine arts are a fundamental component of a well-balanced education. Music provides a variety of sensory, emotional, intellectual, and social experiences beneficial to all learners. Listening, creating, reading, collaborating, performing, and analyzing are all essential skills for every member of society.

Every child should receive a balanced, comprehensive, sequential, and rigorous program of musical instruction.

The K-12 music curriculum is designed to produce individuals who will:

- 1.) Create music independently and with others
- 2.) Have an understanding of the vocabulary and notation of music
- 3.) Listen perceptually and respond to music intellectually and emotionally
- 4.) Be acquainted with a variety of music and its role in the life of all people
- 5.) Evaluate music based on critical listening and theoretical analysis developed through best musical practices
- 6.) Become lifelong learners who support music programs by participation and appreciation of school and community music events

9-12 Vocal Music Course Description

The choirs are open to students in grades 9 through 12. All choirs perform in public concerts throughout the year and provide the student with an opportunity to develop proper vocal technique through correct posture, breath control, basic diction principles, and a pleasant singing tone.

MIXED CHOIR

Mixed Choir is a non-auditioned ensemble for students who want a choral/vocal experience and are interested in studying choral literature and learning more about the fundamentals of music and beginning vocal techniques. Students will study unison, and 2 to 3 part choral literature from all historical and cultural periods and learn the fundamentals of reading music. Students will also study vocal technique and practice performance skills, including staging and movement. Attendance is required for all performances.

MEN'S CHOIR

Men's choir is a non-auditioned men's ensemble providing choral/vocal experience for the student who is interested in learning more about the vocal instrument and fundamentals of music. Students will study choral literature from all historical and cultural periods and learn the fundamentals of reading music. Music for male voices is selected to provide the student with experience in various styles of vocal literature. Attendance is required for all performances.

TREBLE CHOIR

Treble Choir is an auditioned ensemble of females voices. Students in this choir need to have some prior choral/vocal experience, and a solid foundation of fundamental reading skills. Students will study challenging 3 and 4 part choral literature from all historical and cultural periods of music. Students will also study vocal technique and practice performing skills, including staging and movement. This choir enters large ensemble and solo/small ensemble competitions at the district and state levels. Attendance is required for all performances.

CONCERT CHOIR

Concert Choir is a large ensemble of auditioned students who have some choral/vocal experience, and a solid foundation of fundamental reading skills. Students will study challenging 3 and 4 part choral literature from all historical and cultural periods of music. Students will also study vocal technique and practice performing skills, including staging and movement. This choir may participate in choral festivals and enters large ensemble and solo/small ensemble competitions at district and state levels. Attendance is required for all performances.

CHAMBER CHOIR/MADRIGAL SHOW CHOIR

Madrigal Choir is a small ensemble of auditioned students who have some choral/vocal experience, and a solid foundation of fundamental reading skills. Students will study challenging 4 part choral literature from all historical and cultural periods of music. Students will also study vocal technique and practice performing skills, including staging and movement. This choir enters large ensemble and solo/small ensemble competitions at the district and state levels. This choir also performs in the community for civic organizations. Attendance is required for all performances.

9-12 Vocal Music Rationale

In preparation for a life long appreciation of and participation in music, the high school students will develop musical concepts and skills that will enable the student to become a better musician and to make decisions about music. Building on the musical foundation that deals with elements such as rhythm, melody, harmony, dynamic, texture, tonality, and form, musical experiences will develop sequentially following sound education practices.

Vocal skills should be a satisfying activity both mentally and physically. While performance is an important part of the choral program, rehearsals will include the study of music literature being performed, and should provide the opportunity for students at various levels of musical ability to participate in both the learning and performing experience.

Participation in the high school choral program should allow the student to develop a positive attitude toward music, to make value judgements about the many styles of music in today's society and to feel comfortable using music as a vehicle of personal expression in both performance and recreation.

9-12 Vocal Music Program Goals

1. Throughout history, music has influenced and been influenced by society and culture.
2. Music is an international language that is expressed through standard notation, traditional terminology, and musical elements.
3. Music represents a variety of genres that require listening, analyzing, and evaluating to appreciate in its fullness.
4. Music etiquette by the performer and the audience demonstrates respect, courtesy, and appreciation.
5. Music is a form of personal expression through creating or performing, and by singing, playing, and/or moving.
6. Music can serve a variety of functions in society.
7. Music is connected and interwoven into other arts and disciplines.
8. Performing is an art involving a constant development of mental and physical skills
9. Music opportunities exist throughout life by attendance, or participation in church, community, professional bands, choirs, orchestras, and a variety of career choices.

9-12 Vocal Music Essential Learner Outcomes

1. The learner, through performance, will be able to sing in large and small ensembles with technical accuracy and expression through proper sound production.
2. The learner, through performance, will demonstrate continuing technical development of vocal proficiency.
3. The learner, through performance, will be able to sing music in three or more parts with or without musical accompaniment.
4. The learner will be able to read and perform individual parts in a vocal ensemble from increasingly complex musical scores.
5. The learner will be able to sing at sight simple to complex rhythms and melodies with skips based on the intervals of the major and minor scale using solfege syllables.
6. The learner will be able to notate given rhythmic and melodic phrases in the major scale.
7. The learner will be able to discuss the elements contributing to expression in examples of music presented in aural and written form.
8. The learner will expand their knowledge of forms in order to identify more complex forms.
9. The learner, through comparison, will understand the reasons for different audience behavior in various settings.
10. The learner will be able to compare musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized.
11. The learner will be able to trace the historical development of several musical works conceived to perform a specific function.
12. The learner will be able to select music from a variety of styles found in daily life and use music vocabulary to document reasons for listening choices.

9-12 Vocal Music Scope & Sequence

Product Performance 1.A. : Develop and apply singing skills to perform and communicate through the arts - Independent Singing.

9-12

Vocal Performance Classes:

Proficient

Demonstrate proper fundamental singing technique when performing music of moderate ***technical** demands, expanded range, and varied interpretations

Advanced

Demonstrate proper singing technique in the following:

- ***intonation**
- tone quality
- breathing
- diction
- ***rhythm**
- note accuracy
- posture
- memorization

Product Performance 1.B. : Develop and apply singing skills to perform and communicate through the arts- Expressive Singing

9-12

Vocal Performance Classes:

Apply vocal techniques required for expressive performance of varied literature

Product Performance 1.C. : Develop and apply singing skills to perform and communicate through the arts - Repertoire

9-12

Vocal Performance Classes:

Apply stylistic elements needed to perform the music of various genres and cultures

Product Performance 1. D. : Develop and apply singing skills to perform and communicate through the arts - Part Singing

9-12

Vocal Performance Classes:

Basic

Perform unison music a cappella and with accompaniment

Proficient

Perform one on a part in various arrangements for **two** or more voice parts ****a cappella*** and with ****accompaniment***

Advanced

Perform one on a part in various four or more voice part arrangements *a cappella* and with accompaniment

Product Performance 1.E.: Develop and apply singing skills to perform and communicate through the arts- Group Singing

9-12

Vocal Performance Classes:

Proficient

Apply techniques for expressive performance of vocal literature in a non-auditioned ensemble

Advanced

Apply techniques for expressive performance of vocal literature in an auditioned ensemble

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Product Performance 3. A. : Develop and apply improvisation skills in music to communicate through the arts - Improvisation
9-12
<p><u>Vocal and Instrumental Performance Classes:</u> Improvise simple rhythmic and/or melodic variations in a consistent style and meter</p> <p><u>Show Choir and Jazz Choir:</u> Improvise harmonized parts Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality</p>

Product Performance 4. A. : Develop and apply skills to *compose, *arrange, and create music to communicate through the arts - Composition and Arrangement
9-12
<p><u>General Music/Vocal and Instrumental Performance Classes:</u></p> <p><u>Proficient</u> Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines</p> <p><u>Advanced</u> Compose music (phrases) in a distinct style, demonstrating creativity in using the</p>

*elements of
music for expressive
effect
Arrange simple pieces
for voices or
instruments other
than those for which
the pieces were
originally written
(*transposition)

Elements of Music 1.A.: Develop and apply the knowledge and skills to read and notate music- Rhythmic Notation

9-12

Vocal Performance Classes:

Interpret and explain standard rhythmic notation in simple and compound meters using the following rhythm and note values:

- · whole note/rest
- · quarter note/rest
- · half note/rest
- · eighth-note pairs
- · dotted half note
- · sixteenth notes
- · dotted quarter followed by eighth
- · dotted quarter note/rest
- · 3 eighth notes beamed together in 6/8
- · ***syncopation**
- · ***alla breve**

Elements of Music 1. B. : Develop and apply the knowledge and skills to read and notate music - Melodic Notation

9-12

Vocal Performance Classes:

Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (***middle C**), and identify notes in the bass clef

Identify accidentals

- · sharps
- · flats
- · natural signs

Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and keys

Elements of Music 1. C. : Develop and apply the knowledge and skills to read and notate music - Symbols of Expression

9-12

Vocal Performance Classes:

Basic

Identify standard symbols for dynamics, tempo and articulation

- *p* for *piano*
- *f* for *forte*
- *mp* for *mezzo piano*
- *mf* for *mezzo forte*
- *pp* for *pianissimo*
- *ff* for *fortissimo*
- *cresc* or *<* for *crescendo*
- *decrec* or *>* for *decrescendo*
- *dim* for *diminuendo*
- *accelerando*
- *ritardando*
- *allegro*
- *moderato*
- *andante*
- *largo*
- *a tempo*
- accent
- *fermata*
- ties
- slurs
- *staccato*
- *legato*

Proficient

Apply standard listed for General Music classes, adding marcato and

full complement of dynamic range including *sfz*

Elements of Music 1.D.:Develop and apply the knowledge and skills to read and notate music-Symbols for Rhythm, Pitch, and Expressive Elements

9-12

Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for voice

Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)

Elements of Music 1.E.:Develop and apply the knowledge and skills to read and notate music- Sight Reading

9-12

Vocal Performance Classes:

Proficient

Sight read standard musical notation using the following parameters in a variety of keys:

- Skips no greater than 3rd
- Notes/Rests of following length:
 - Whole
 - Half
 - Quarter
 - Dotted-Half

Advanced

Sight read standard musical notation using the following parameters in a variety of keys:

- Skips greater than 3rd, include P4, P5
- Notes/Rests of following length:
 - Whole
 - Half
 - Quarter
 - Dotted-Half
 - Dotted-Quarter
 - Eighth

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Artistic Perceptions 1.A.: Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance- Musical *Forms

9-12

<p><u>Vocal Performance Classes:</u> Identify and analyze forms and composition techniques</p> <ul style="list-style-type: none"> · theme and variation · <i>DC/Fine</i> · <i>DS al coda/Fine</i> · AB/binary · ABA/ternary · song form · <i>sonata</i> · rondo · fugue · opera · ballet · *musical theatre · symphonic · Jazz · *sonata
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Artistic Perceptions 1.B.:Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance-Musical Characteristics, Events, and Descriptors

9-12

<p><u>General Music Classes and Vocal Performance Classes:</u> Determine the musical means (source) and size of group of an aural example</p> <p>Describe the musical expression (mood) of an aural example</p>
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Determine the order and organization of an aural example

Determine the possible origin of an aural example (e.g., location and time)

Characterize the use of music by its intended function (purpose) and its intended audience

Artistic Perceptions 2.A.: Develop and apply the knowledge and skills to evaluate music and musical performance-Criteria for Musical Performances and Compositions

9-12

General Music Classes and Vocal Performance Classes:

Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:

- tone quality
- expression/phrasing
- rhythmic accuracy
- pitch accuracy
- part acquisition
- blend/balance
- diction/articulation
- style
- posture/stage presence

Artistic Perceptions 2.B.: Develop and apply the knowledge and skills to evaluate music and musical performance-Critique Musical Performances and Compositions

9-12

Vocal Performance Classes:

Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment

Use musical terminology to describe their personal response to musical example

Interdisciplinary Connections 1. A.:Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts -
Connections Between Music and Related Arts and Humanities

9-12

Vocal Performance Classes:

Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

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

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

Interdisciplinary Connections 1. B.:Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts-
Connections Between Music and Non-Arts Disciplines

9-12

Vocal Performance Classes:

Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Compare and contrast the processes of analysis, inquiry, and creativity used in the arts to their use in other subject areas such as mathematics, literature, and the physical or social sciences

List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups

Historical and Cultural Contexts 1.A.: Develop and apply the knowledge and skills to understand works of art in time and place. - Genres and Styles

9-12

Vocal Performance Classes:

Identify genre or style from various historical periods through listening to selected ensemble repertoire

Historical and Cultural Contexts 1.B.: Develop and apply the knowledge and skills to understand works of art in time and place - Stylistic Practices

9-12

Vocal Performance Classes:

Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples

Describe the historical significance of selected musical literature

Historical and Cultural Contexts 1.C.: Develop and apply the knowledge and skills to understand works of art in time and place - Music's Role and Function in Various Cultures.

9-12

Vocal Performance Classes:

Describe the effects of society, culture and technology on music

Categorize the function of music being performed in relation to its function in society or history

Historical and Cultural Contexts 1.D.: Develop and apply the knowledge and skills to understand works of art in time and place - Careers in Music

9-12

Vocal Performance Classes:

Discuss musical figures and their role as composers/performers/ innovators

Compare and contrast music and music-related vocations and avocations

Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire

Cite well-known performers specific to student's instrument and/or voice



CONTENT AREA: Vocal Music

COURSE: 9-12 Vocal Music (All Choir Courses)

UNIT TITLE: Product Performance-Singing

UNIT DURATION: Entire School Year

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:		BIG IDEA(S):	
<ul style="list-style-type: none"> Standard Choral Literature 		<ul style="list-style-type: none"> People should be able to create music independently and with others 	
ENDURING UNDERSTANDINGS:		ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> The learner, through performance, will be able to sing in large and small ensembles with technical accuracy and expression through proper sound production. The learner, through performance, will demonstrate continuing technical development of vocal proficiency. The learner, through performance, will be able to sing music in three or more parts with or without musical accompaniment. 		<ul style="list-style-type: none"> What is appropriate vocal technique? What are the differences in singing alone and with others? How can personal expression be demonstrated through the creation and/or the performance of music? How can sing, playing, and / or moving to music demonstrate personal expression? How does musical performance help to develop mental and physical skills? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	PP1A: Develop and apply singing skills to perform and communicate through the arts - Independent Singing	X	
GLE	PP1B: Develop and apply singing skills to perform and communicate through the arts- Expressive Singing	X	
GLE	PP1C: Develop and apply singing skills to perform and communicate through the arts - Repertoire	X	
GLE	PP1D: Develop and apply singing skills to perform and communicate through the arts - Part Singing	X	
GLE	PP1E: Develop and apply singing skills to perform and communicate through the arts- Group Singing	X	

OBJECTIVE # 1	Develop and apply singing skills		
REFERENCES/STANDARDS <i>GLE</i>	PP1A	PP1B	PP1C PP1D PP1E
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>		BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students understand the importance of singing with appropriate vocal technique 	<ul style="list-style-type: none"> Intonation Tone Quality 		<ul style="list-style-type: none"> Sing independently and with other using appropriate vocal technique

<ul style="list-style-type: none"> • Students understand how to sing with musical expression • Students understand the differences of singing alone and with others 	<ul style="list-style-type: none"> • Breathing • Diction • Rhythm • Note Accuracy • Posture • Memorization • Stage Presence 	<ul style="list-style-type: none"> • Sing in two, three, and sometimes four part music • Sing with musical expression
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Use a choir rehearsal to allow students to practice vocal technique and expression 	<ul style="list-style-type: none"> • Students learn how sing with appropriate technique and style 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Use individual and group singing tests • Have students sing in a concert setting 	Both	2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Engaged students in more rehearsal 	<ul style="list-style-type: none"> • Student continue to refine their singing skills 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Introduce more challenging music 	<ul style="list-style-type: none"> • Students increase their level of music reading 	



CONTENT AREA: Vocal Music	UNIT TITLE: Product Performance-Improvisation
COURSE: 9-12 Vocal Music (All Choir Courses)	UNIT DURATION: Entire School Year

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> Standard Jazz Choral Literature 	BIG IDEA(S): <ul style="list-style-type: none"> People should be able to create original musical ideas
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> The learner, through performance, will demonstrate an original musical idea using improvisation. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> What are the challenges in performing an improvised composition? How can personal expression be demonstrated through improvisation? How is improvisation connected to spoken languages?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	PP3A: Develop and apply improvisation skills in music to communicate through the arts - Improvisation		X

OBJECTIVE # 2	Develop and apply improvised singing skills	
REFERENCES/STANDARDS <i>GLE</i>	PP3A	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students understand the importance of performing original musical ideas Students understand how to sing with musical expression 	<ul style="list-style-type: none"> Intonation Tone Quality Breathing Diction Rhythm Note Accuracy Stage Presence 	<ul style="list-style-type: none"> Sing original musical ideas created by the student Sing with musical expression Use music as a communication tool Use music as a language
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Use a choir rehearsal to allow students to practice vocal improvisation and expression 	<ul style="list-style-type: none"> Students learn how sing with appropriate technique and style while improvising 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Use individual singing tests Have students sing in a concert setting 	Both	2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Engaged students in more rehearsal 	<ul style="list-style-type: none"> Student continue to refine their singing skills 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)



<p>CONTENT AREA: Vocal Music</p> <p>COURSE: 9-12 Vocal Music (All Choir Courses)</p>	<p>UNIT TITLE: Product Performance-Composition and Arranging</p> <p>UNIT DURATION: Entire School Year</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Theory Books • Online Resources 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • People should be able to create music independently • People should understand music as a written language 		
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • The learner will be able to notate given rhythmic and melodic phrases in the major scale. • The learner, through performance, will demonstrate an original musical idea using standard music notation 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How is music properly notated? • What are the challenges in writing an original composition? • What are the challenges in arranging a previously composed musical work? • How can personal expression be demonstrated through composition/arranging of music? 		
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	PP4A: Develop and apply skills to *compose, *arrange, and create music to communicate through the arts - Composition and Arrangement		X

OBJECTIVE # 3	Develop and apply singing skills	
REFERENCES/STANDARDS <i>GLE</i>	PP4A	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students understand the importance of composing music using standard notation Students understand the ability to communicate human emotion through composition 	<ul style="list-style-type: none"> Standard musical notation vocabulary 	<ul style="list-style-type: none"> Write original musical ideas Write a new musical idea based on someone's previous work
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Allow student to develop a new musical idea through singing 	<ul style="list-style-type: none"> Students learn to create new musical ideas 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Use individual and group writing tests Have students submit an original composition for a concert 	Both	2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Engaged students in more writing assignments Allow the students to write for different genres and vocal types 	<ul style="list-style-type: none"> Student continue to refine their composition skills 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)



<p>CONTENT AREA: Vocal Music</p> <p>COURSES: 9-12 Vocal Music (All Choir Courses)</p>	<p>UNIT TITLE: Interdisciplinary Connections</p> <p>UNIT DURATION: Entire School Year</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> ● Online Resources ● Sheet Music excerpts ● Magazine Articles 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> ● People should become lifelong learners who support music programs by participation and appreciation of school and community music events ● People should become aware that music is a part of many facets of the world around them
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ● The learner will expand their knowledge of how music relates to history ● The learner will expand their knowledge of how music relates to culture ● The learner will expand their knowledge of how music relates to other subject areas ● The learner will expand their knowledge of how music relates to their world 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ● How is music related to other disciplines? ● How has music influenced our world? ● What function can music serve in our society?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	IC1A: Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts - Connections Between Music and Related Arts and Humanities		X
GLE	IC1B: Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts-Connections Between Music and Non-Arts Disciplines		X

OBJECTIVE # 6	Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts	
REFERENCES/STANDARDS <i>GLE</i>	IC1A IC1B	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> • Students understand the importance of music is other disciplines. • Students understand the importance of the music in our society 	<ul style="list-style-type: none"> • Arts • Disciplines • Compare • Contrast • Performers • Production • Subject matter • Culture • History • Community 	<ul style="list-style-type: none"> • Students must be able to compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures • Students must be able to explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts • Students must be able to compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures • Students must be able to explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music • Students must be able to compare and contrast the processes of analysis, inquiry, and creativity used in the arts to their use in other subject areas such as mathematics, literature, and the physical or social sciences • Students must be able to list several skills learned in ensembles and relate them to those skills needed in areas such as the workforce, church or community group, and other school groups

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students sing musical works that directly relate to other disciplines Students listen to examples of music that relate to other disciplines 	<ul style="list-style-type: none"> Allow students to discuss how music is related to other disciplines Allow students to explore how music has been affected by or how it affects culture Allow students to explore music can be a permanent part of their world 	1,2,3,4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> Music can be a part of the rest of the students life no matter what their profession may be 		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Assess level of knowledge with how music can be part of other disciplines 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Engage students in more singing examples Engage students in more examples of music of varying cultures 	<ul style="list-style-type: none"> Student continue to discuss more example of how music relates to other disciplines 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)



UNIT CONTENT: Vocal Music COURSES: 9-12 Vocal Music (All Choir Courses)	UNIT TITLE: Historical and Cultural Contexts UNIT DURATION: Entire School Year
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MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> ● Online Resources ● Sheet Music excerpts ● Magazine Articles 	BIG IDEA(S): <ul style="list-style-type: none"> ● People should be acquainted with a variety of music and its role in the life of all people
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> ● The learner, through comparison, will understand the reasons for different audience behavior in various settings ● The learner will be able to compare musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized ● The learner will be able to trace the historical development of several musical works conceived to perform a specific function ● The learner will be able to select music from a variety of styles found in daily life and use music vocabulary to document reasons for listening choices 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> ● How is music the same and different across various cultures? ● What role does music play in history? ● What role does music play in various cultures? ● In what ways has music developed through history?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	HCC1A: Develop and apply the knowledge and skills to understand works of art in time and place. - Genres and Styles	X	
GLE	HCC1B: Develop and apply the knowledge and skills to understand works of art in time and place - Stylistic Practices	X	
GLE	HCC1C: Develop and apply the knowledge and skills to understand works of art in time and place - Music's Role and Function in Various Cultures	X	
GLE	HCC1D: Develop and apply the knowledge and skills to understand works of art in time and place - Careers in Music	X	

OBJECTIVE # 7	Develop and apply the knowledge and skills to understand works of art in time and place		
REFERENCES/STANDARDS <i>GLE</i>	HCC1A	HCC1B	HCC1C HCC1D
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> • Students understand the role of music through history • Students understand the role of music across various cultures • Student understand how music has developed through history 	<ul style="list-style-type: none"> • Genre • Style • Secular • Sacred • Multicultural music • American/ Patriotic Songs • Opera • Ballet • Blues • Ragtime • Jazz • Pop • Musicals • Baroque • Romantic • Classical • 20th Century • Contemporary • Post-Modern 	<ul style="list-style-type: none"> • Identify genre or style from various historical periods through listening to selected ensemble repertoire • Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples • Describe the historical significance of selected musical literature • Describe the effects of society, culture and technology on music • Categorize the function of music being performed in relation to its function in society or history • Discuss musical figures and their role as composers/performers/ innovators • Compare and contrast music and music-related vocations and avocations • Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire • Cite well-known performers specific to student's instrument and/or voice 	

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students sing musical works that have historical significance Students sing musical works from a variety of cultures Students listen to examples of music that have historical significance Students listen to examples of music that are culturally relevant 	<ul style="list-style-type: none"> Allow students to discuss how music is related to other cultures Allow students to explore the historical significance of the music they perform Allow students experience how other cultures use music in their daily lives 	1,2,3,4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> Music has always played an important role in history History has directly impacted the evolution of music Music and culture are directly integrated into one another in a variety of ways 		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Assess level of knowledge with how music can be part of other disciplines 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Engage students in more singing examples that relate to historical time period Engage students in more examples of music of varying cultures 	<ul style="list-style-type: none"> Student continue to sing and discuss more examples of how music relates to history and other cultures 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)



<p>CONTENT AREA: Vocal Music</p> <p>COURSE: 9-12 Vocal Music (All Choir Courses)</p>	<p>UNIT TITLE: Elements of Music</p> <p>UNIT DURATION: Entire School Year</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Theory Books • Online Resources 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • People should be able to read music • People should understand music as a written language
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • The learner will be able to read musical notation. • The learner will be able demonstrate an understanding of musical notation through performance • The learner will be able to read through a piece of music without prior preparation time of learning the music 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How is music properly notated? • How are pitch and rhythm written? • What are symbols of expression? • How is musical form notated? • How can personal expression be demonstrated as it relates to musical notation?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	EM1A: Develop and apply the knowledge and skills to read and notate music- Rhythmic Notation	X	
GLE	EM1B: Develop and apply the knowledge and skills to read and notate music - Melodic Notation	X	
GLE	EM1C: Develop and apply the knowledge and skills to read and notate music - Symbols of Expression	X	
GLE	EM1D: Develop and apply the knowledge and skills to read and notate music-Symbols for Rhythm, Pitch, and Expressive Elements	X	
GLE	EM1E: Develop and apply the knowledge and skills to read and notate music- Sight Reading	X	

OBJECTIVE # 4	Develop and apply the knowledge and skills to read and notate music		
REFERENCES/STANDARDS <i>GLE</i>	EM1A EM1B EM1C EM1D EM1E		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students understand the importance of reading and notating music Students understand that music literacy is essential when creating music 	<ul style="list-style-type: none"> Standard musical notation vocabulary Symbols of Expression Symbols of Pitch Symbols of Rhythm 	<ul style="list-style-type: none"> Sing a musical example by themselves on sight without prior preparation Recall names of music terminology Identify standard musical notation via written assignments Demonstrate an understanding of musical notation through performance 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Allow student to sight-sing to demonstrate level of music literacy Allow students to write musicals symbols and their definitions 	<ul style="list-style-type: none"> Students learn the definitions of musical symbols/terminology 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Assess level of accuracy of recognizing musical symbols using a rubric while having the student sing Written basic music theory tests 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Engage students in more singing examples Allow the student to do more assignments associated with musical terminology and symbolism 	<ul style="list-style-type: none"> Student continue to refine their music reading skills 	1,2,3	

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
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<p>CONTENT AREA: Vocal Music</p> <p>COURSE: 9-12 Vocal Music (All Choir Courses)</p>	<p>UNIT TITLE: Artistic Perceptions</p> <p>UNIT DURATION: Entire School Year</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Theory Books • Online Resources • Sheet Music excerpts 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • People should be able to listen perceptually and respond to music intellectually and emotionally • People should be able to evaluate music based on critical listening skills that use best music practices
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • The learner will expand their knowledge of forms in order to identify more complex forms. • The learner will be able to compare, evaluate, and analyze musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What is musical form? • How is music organized? • What characteristics are used in music to give each piece its uniqueness? • What factors should be used when evaluating and analyzing music?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE	AP1A: Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance- Musical *Forms		X
GLE	AP1B: Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance-Musical Characteristics, Events, and Descriptors	X	
GLE	AP2A: Develop and apply the knowledge and skills to evaluate music and musical performance-Criteria for Musical Performances and Compositions	X	
GLE	AP2B: Develop and apply the knowledge and skills to evaluate music and musical performance-Critique Musical Performances and Compositions	X	

OBJECTIVE # 5	Develop and apply the knowledge and skills to analyze, evaluate, and describe musical performances and compositions		
REFERENCES/STANDARDS <i>GLE</i>	AP1A	AP1B	AP2A AP2B
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> • Students understand the importance of musical form. • Students understand how to appropriately evaluate and analyze music • Students understand various composition techniques 	<ul style="list-style-type: none"> • · theme and variation • · <i>DC/Fine</i> • · <i>DS al coda/Fine</i> • · AB/binary • · ABA/ternary • · song form • · <i>sonata</i> • · rondo • · fugue • · opera • · ballet • · *musical theatre • · symphonic • · Jazz • · *sonata • · tone quality • · expression/phrasing • · rhythmic accuracy • · pitch accuracy • · part acquisition • · blend/balance • · diction/articulation • · style • · posture/stage • Presence 	<ul style="list-style-type: none"> • Students must be able to determine the difference between a quality and non-quality performance. • Determine the musical means (source) and size of group of an aural example • Describe the musical expression (mood) of an aural example • Determine the order and organization of an aural example • Determine the possible origin of an aural example (e.g., location and time) • Characterize the use of music by its intended function (purpose) and its intended audience 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> • Students sing a musical work with the intention of analyzing it while rehearsing the piece • Students listen to examples of music for the purposes of music analysis 	<ul style="list-style-type: none"> • Allow students to determine musical form • Allow students to determine the source, size, or mood of an aural example • Allow students to determine the origin of an 	1,2,3,4	

	aural example <ul style="list-style-type: none"> Allow students to characterize music by its function and/or purpose 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Assess level of accuracy of recognizing musical form, mood, source, and origin Written tests that allow students to demonstrate their level of music analysis 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Engage students in more singing examples Engage students in more examples of music with varying forms 	<ul style="list-style-type: none"> Student continue to refine their skills in music analysis 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

Strand: Concert Skills

Topic: Vocal

Grade: 9-12

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may: <ul style="list-style-type: none">• Attend and evaluate additional concerts separate from his or her own scheduled performances• Participate in musical events separate from his or her own scheduled performances	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student will: <ul style="list-style-type: none">• Model learned concert skills with their ensemble on all scheduled dates and times. These concert skills include: Punctuality, appropriate attire, stage etiquette, following the director, and comes prepared with all required materials.• The student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	The student will: <ul style="list-style-type: none">• The student demonstrates 3 or 4 of the concert skills listed in 3.0	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content. <ul style="list-style-type: none">• The student demonstrates 1 or 2 of the concert skills listed in 3.0	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	<ul style="list-style-type: none">• The student does not demonstrate any of the concert skills listed in Level 3.0	

Strand: Music Literacy**Topic: Vocal****Grade: 9-12**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may: <ul style="list-style-type: none">• Compose or arrange music using accepted musical conventions	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student will: <ul style="list-style-type: none">• Employ the conventions of music literacy in writing, speaking, and/or singing about works of music, eg. (Analyze, Interpret, Describe)	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	The student will: <ul style="list-style-type: none">• Recognize or recall music terminology that deals with pitch, rhythms, dynamics, expression, form, and style	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Rehearsal Technique	
Topic: Vocal	
Grade: 9-12	
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. For example, the student may:</p> <ul style="list-style-type: none"> • Organize and lead a rehearsal • Organize and participate in additional rehearsals for his or her respective school ensemble
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Always display an appropriate level of engagement and participation in classroom rehearsals • The student exhibits no major errors or omissions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> • Usually displays an appropriate level of engagement and participation in classroom rehearsals <p>The student exhibits no major errors or gaps regarding the simpler details and processes.</p>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	<p>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</p> <ul style="list-style-type: none"> • Sometimes displays an appropriate level of engagement and participation in classroom rehearsals
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p> <ul style="list-style-type: none"> • Never displays an appropriate level of engagement and participation in classroom rehearsals

MUSIC GRADE-LEVEL EXPECTATIONS

**Missouri Department of Elementary and Secondary Education
May, 2007**

MUSIC GRADE LEVEL EXPECTATIONS

The Music Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement. The GLEs should not be taught in isolation. Rather, they should be bundled together where possible into well-planned, sequential, and targeted lessons to accomplish district objectives to meet the Show-Me Standards.

Alignment to the Missouri Show-Me Content standards is found in the row titled "State Standards." The row titled "National Standards" refers to the nine standards from *MENC: The National Association for Music Education*.

The following coding system should be used to reference the Music GLEs:

STRANDS:

PP = Product/Performance

EP = Elements and Principles of Music

AP = Artistic Perceptions

IC = Interdisciplinary Connections

HC = Historic and Cultural Contexts

BIG IDEAS:

Use the numeral preceding the Big Idea

CONCEPTS:

Use the capital letter designation

EX: The GLE "identify standard pitch notation in the treble clef" can be found in the *Elements of Music* strand (EP), under the first Big Idea – *Develop and apply the knowledge and skills to read and notate music* (1), in the concept *Melodic Notation* (A), in grade 4. Therefore, the code for that particular GLE is: **EP1A4**. Generally avoid the use of periods or dashes in the coding.

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Independent Singing	Use singing, speaking, whispering and shouting voices	<p>Reproduce/echo melodies in limited range [<i>sol-mi, la-sol-mi</i>]</p> <p>Use a singing voice with a head tone</p>	<p>Apply accurate *pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>]</p> <p>Demonstrate appropriate singing posture</p>	Apply accurate pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>]	Match pitch in an extended range [octave]	Use breath control and accurate *diction while singing	<p><u>General Music Classes:</u> Demonstrate singing skills using a singing voice</p> <p>[Reasoning: Some MS classes are part of an exploratory wheel – may be keyboards only, world music, etc.)</p> <p><u>Vocal Classes</u> Demonstrate singing skills using a singing voice and match pitch in an appropriate range</p> <p>Demonstrate appropriate singing posture, breath support, and diction</p>	<p><u>General Music/Instrumental Classes:</u> Demonstrate singing skills and match pitch in an appropriate range</p> <p><u>Vocal Performance Classes: Proficient</u> Demonstrate proper fundamental singing technique when performing music of moderate *technical demands, expanded range, and varied interpretations</p> <p><u>Advanced</u> Demonstrate proper singing technique in the following:</p> <ul style="list-style-type: none"> • *intonation • tone quality • breathing • diction • *rhythm • note accuracy • posture • memorization
National Standards	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts								
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Expressive Singing		Demonstrate fast and slow *tempo	Demonstrate loud and soft *dynamics [<i>p</i> , <i>f</i>] and fast and slow tempo	<p>Demonstrate dynamics [<i>p</i>, <i>f</i>, <i>*crescendo</i>, <i>*decrescendo/diminuendo</i>] and tempi [fast, slow, <i>*ritardando</i>]</p> <p>Interpret expressive markings [accent, <i>*fermata</i>]</p>		Use dynamics and *phrasing to communicate an interpretation of a given *style	<p><u>General Music Classes:</u> Use dynamics and phrasing to communicate an interpretation of a given style</p> <p><u>Vocal Performance Classes:</u> Apply vocal techniques required for expressive performance of varied literature</p>	<p><u>General Music/Choir and Instrumental Classes:</u> <u>Proficient</u> Apply vocal techniques required for expressive performance of varied literature</p> <p><u>Advanced Vocal Performance Classes:</u> Apply vocal techniques required for expressive performance of varied literature</p>
	National Standards		MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
	Content Standards		FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts								
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Repertoire	Perform a varied repertoire of songs, including <ul style="list-style-type: none"> • *patriotic • *folk • Seasonal • *spirituals 				Perform a varied repertoire of songs including <ul style="list-style-type: none"> • patriotic • folk • seasonal • spirituals • multicultural 	Perform a varied repertoire of songs including <ul style="list-style-type: none"> • patriotic • folk • seasonal including some from memory 	<u>General Music Classes:</u> Apply stylistic elements needed to perform the music of various *genres and cultures <u>Vocal Performance Classes:</u> Apply stylistic elements needed to perform the music of various genres and cultures	<u>Vocal Performance Classes:</u> <u>Proficient</u> Apply stylistic elements needed to perform the music of various genres and cultures <u>Advanced</u> Apply stylistic elements needed to perform the music of various genres and cultures
National Standards	MU 1				MU 1	MU 1	MU 1	MU 1
Content Standards	FA 1				FA 1	FA 1	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts									
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Part Singing			Perform <i>*ostinati</i>	Perform <i>ostinati</i> and *rounds	Perform <i>ostinati</i> , rounds , canons and partner songs	Perform simple harmonic songs <ul style="list-style-type: none"> • rounds • canons • partner songs • two-part 	<u>General Music Classes:</u> Perform simple harmonic songs <ul style="list-style-type: none"> • rounds • canons • partner songs • two-part <u>Vocal Performance Classes:</u> Perform *harmony in songs of two and three parts	<u>Vocal Performance Classes:</u> Perform one on a part in various arrangements for two or more voice parts <i>*a cappella</i> and with *accompaniment <u>Advanced</u> Perform one on a part in various four or more voice part arrangements <i>a cappella</i> and with accompaniment	
	National Standards			MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
	Content Standards			FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts								
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Group Singing	Perform in groups following cues of the * conductor	Perform in groups using a steady beat following the cues of the conductor	Perform in groups using a steady beat, matching dynamics, following the cues of the conductor	Perform in groups matching tempo and dynamic changes, following the cues of the conductor	Demonstrate characteristic * timbre , dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an * ensemble Respond expressively to conductor's cues	<u>General Music Classes:</u> Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble Respond expressively to conductor's cues <u>Vocal Performance Classes:</u> Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble (refer to glossary for * Level of Difficulty)	<u>Vocal Performance Classes:</u> <u>Proficient</u> Apply techniques for expressive performance of vocal literature of level 1-3 in a choral ensemble (refer to glossary for grade-level definitions) <u>Advanced</u> Apply techniques for expressive performance of vocal literature of Level 4 or higher in a chamber or choral ensemble (refer to glossary for Level of Difficulty)
	National Standards	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Instrumental Performance Skills	Perform using two dynamic levels—soft and loud	Perform a steady beat	Perform the following rhythmic patterns using standard or iconic notation: <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/ rest • Eighth note pairs 		Read and perform at least three (3) pitches on a melodic instrument	Read and perform at least five (5) pitches on a melodic instrument	<u>General Music Classes:</u> Read and perform at least five (5) pitches on a melodic instrument	<u>General Music/Vocal Music Classes:</u> Demonstrate basic instrumental skills and knowledge on selected instruments (e.g., keyboard instrument, bells, auxiliary percussion , drum, guitar)
	Echoes simple rhythms (long and short sounds)	Echo simple rhythmic patterns			Read and perform rhythmic patterns <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest pairs • Dotted half note • Sixteenth notes 	Read and perform rhythms in simple *meter <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest • Dotted half note • Sixteenth notes • Dotted quarter followed by eighth • *Syncopation 	Read and perform rhythms in simple meter <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest • Dotted half note • Sixteenth notes • Dotted quarter followed by eighth • Syncopation 	<u>Instrumental Performance Classes:</u> <u>Proficient</u> Apply instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 2-3 literature
								Read and perform a short song/ piece using effective expression and characteristic timbre
							<u>Instrumental Performance Classes:</u> Demonstrate instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, *articulation)	Apply the ability to adjust the pitch to a given standard during performance (play in tune)
							Demonstrate instrument maintenance and care	<u>Advanced</u> Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature
National Standards	MU 2	MU 2	MU 2		MU 2	MU 2	MU 2	MU 2
Content Standards	FA 1	FA 1	FA 1		FA 1	FA 1	FA 1	FA 1

2. Develop and apply instrumental music skills to perform and communicate through the arts

Product Performance

B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Expression and Technical Skills		Demonstrate fast and slow tempi	Demonstrate loud and soft dynamics [<i>p</i> , <i>f</i>] and fast and slow tempi	Interpret expressive markings [accent, <i>fermata</i>] Demonstrate dynamics [<i>p</i> , <i>f</i>] and tempi [fast, slow]	Interpret expressive markings [accent, <i>fermata</i>] Demonstrate dynamics [<i>p</i> , <i>f</i> , crescendo, <i>decrescendo/dim-inuendo</i>] and tempi [fast, slow, <i>ritardando</i>]	Read and perform a short song using effective * expression and characteristic timbre	<u>Instrumental Performance Classes:</u> Read and perform music notation at a “beginning” to 2 grade-level (refer to glossary for Level of Difficulty) Read and perform a short song/ piece using effective expression and characteristic timbre	<u>Instrumental Performance Classes:</u> <u>Proficient</u> Read and perform music notation at a 3 grade-level (refer to glossary for Level of Difficulty) <u>Advanced</u> Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)
National Standards		MU 1	MU 1	MU 1	MU 1	MU 2	MU 2	MU 2
Content Standards		FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts								
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Repertoire	Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles						<u>General Music Classes:</u> Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles <u>Instrumental Performance Classes:</u> Perform a varied repertoire of music representing diverse cultures, genres and styles Apply stylistic elements needed to perform the music of various cultures, genres and styles	<u>Instrumental Performance Classes:</u> Perform a varied repertoire of music representing diverse cultures, genres and styles Apply stylistic elements needed to perform the music of various cultures, genres and styles
National Standards	MU 2						MU 2	MU 2
Content Standards	FA 1						FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts								
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Imitation (play by ear)	Echo short rhythmic patterns on rhythm instruments and/or body percussion			Echo short rhythmic and melodic patterns on *classroom instruments			<u>General Music Classes:</u> Echo rhythmic and melodic patterns of increasing complexity on classroom instruments	<u>Instrumental Performance Classes:</u> Play by ear simple melodies (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument
							<u>Instrumental Performance Classes:</u> Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument	<u>Advanced</u> Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument
	National Standards	MU 2			MU 2			MU 2
Content Standards	FA 1			FA 1			FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts									
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Group Playing	Perform in groups following cues of the conductor	Perform in groups using a steady beat following the cues of the conductor	Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor	Perform in- groups matching tempo and dynamic changes, and following the cues of the conductor	Perform independently in a group, demonstrating characteristic timbre, tempo, and dynamics, following the cues of the conductor	Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor	<u>General Music Classes:</u> Demonstrate characteristic timbre, tempo, and dynamics on classroom/percussion instruments for group performance, responding expressively to the cues of the conductor <u>Instrumental Performance Classes:</u> Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor	<u>Instrumental Performance Classes:</u> Perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend, and intonation <u>Advanced</u> Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos , chamber ensembles, and large groups	
	National Standards	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

3. Develop and apply improvisation skills in music to communicate through the arts									
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Improvisation		*Improvise short rhythmic patterns	Improvise short rhythmic and melodic patterns	Improvise simple rhythmic and melodic ostinati accompaniments	Improvise simple rhythmic and melodic ostinati accompaniments	<p>Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic *variations on familiar melodies</p> <p>Improvise short songs and instrumental pieces, using a variety of sound sources</p>	<p><u>General Music Classes:</u> Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic variations on familiar melodies</p> <p>Improvise short songs and instrumental pieces, using a variety of sound sources</p> <p><u>Vocal and Instrumental Performance Classes:</u> Improvise simple rhythmic variations in a consistent style and meter</p>	<p><u>General Music/Vocal and Instrumental Performance Classes:</u> Improvise simple rhythmic and/or melodic variations in a consistent style and meter</p> <p><u>Vocal (Show Choir) and Instrumental (*Jazz) Performance Classes:</u> Improvise harmonized parts Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality</p>	
	National Standards	MU 3	MU 3	MU 3	MU 3	MU 3	MU 3	MU 3	MU 3
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

4. Develop and apply skills to *compose, *arrange, and create music to communicate through the arts

Missouri Department of Elementary and Secondary Education
 Music Grade Level Expectations

Product Performance

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Composition and Arrangement		Create a single tone or non-pitched accompaniment for songs and stories	Create a rhythmic composition using *icons Create a *phrase by arranging rhythms	Create a rhythmic and/or melodic composition using icons	Create rhythmic and/or melodic <i>ostinati</i> and *soundscapes	Create and notate a rhythmic and/or melodic <i>ostinati</i> accompaniment within teacher's specified guidelines	<u>General Music Classes:</u> Create and notate a rhythmic and/or melodic <i>ostinati</i> accompaniment within teacher's specified guidelines <u>Vocal and Instrumental Performance Classes:</u> Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines	<u>General Music/Vocal and Instrumental Performance Classes:</u> <u>Proficient</u> Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines <u>Advanced</u> Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect Arrange simple pieces for voices or instruments other than those for which the pieces were originally written (*transposition)
National Standards	MU 4	MU 4	MU 4	MU 4	MU 4	MU 4	MU 4	MU 4
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Rhythmic *Notation	Read icons for long and short sounds and silence in duple meter	Read simple rhythm patterns (using iconic or standard notation) consisting of: <ul style="list-style-type: none"> • quarter note/rest • eighth-note pairs 	Read simple rhythm patterns (using iconic or standard notation) consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs 	Read simple rhythm patterns (using iconic or standard notation) consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note 	Read standard rhythmic notation in 2/4, 3/4, 4/4 meter signatures with bar lines- consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes 	Read standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes • eighth note/rest • dotted quarter note/rest • 3 eighth notes beamed together in 6/8 • syncopation 	<p><u>General Music Classes:</u> Interpret standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures using bar lines consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes • dotted quarter followed by eighth • dotted quarter note/rest • 3 eighth notes beamed together in 6/8 • syncopation </p> <p><u>Vocal and Instrumental Performance Classes:</u> Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signature with bar lines using all rhythm and note values above</p>	<p><u>General Music Classes:</u> Interpret and explain duration and meter in 2/4, 3/4, 4/4 and 6/8 meter signature using bar lines using <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes • dotted quarter followed by eighth • dotted quarter note/rest • 3 eighth notes beamed together in 6/8 • syncopation </p> <p><u>Vocal and Instrumental Performance Classes:</u> Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add <ul style="list-style-type: none"> • *syncopation • *alla breve </p>
National Standards	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5
Content Standards	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and *notate music									
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Melodic Notation		Identify icons for high and low sounds	Identify melodies that move up, down, or stay the same Transfer melodic icons to pitch notation (e.g., two line *staff)	Transfer short melodic *solfege (e.g., sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble *clef	Identify standard pitch notation in the treble clef	Identify standard pitch notation in the treble clef, including one ledger line above and below the staff Identify *accidentals <ul style="list-style-type: none"> • sharps • flats • natural signs 	<u>General Music Classes:</u> Identify standard pitch notation in the treble clef, including one ledger line above and below the staff Identify accidentals <ul style="list-style-type: none"> • sharps • flats • natural signs <u>Vocal and Instrumental Performance Classes:</u> Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and *keys	<u>General Music Classes:</u> Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C), and identify notes in the bass clef Identify accidentals <ul style="list-style-type: none"> • sharps • flats • natural signs <u>Vocal and Instrumental Performance Classes:</u> Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and keys	
	National Standards		MU 5	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5
	Content Standards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music									
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Symbols of Expression		Recognize fast and slow tempi	Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i>	Identify standard symbols <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>deces</i> or > for <i>decrecendo</i> • <i>dim</i> for <i>diminuendo</i> • fast • slow • <i>ritardando</i> • *accent 	Identify standard symbols <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>deces</i> or > for <i>decrecendo</i> • <i>dim</i> for <i>diminuendo</i> • fast • slow • <i>ritardando</i> • accent • <i>fermata</i> • *ties • *slurs 	Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>deces</i> or > for <i>decrecendo</i> • <i>dim</i> for <i>diminuendo</i> • fast • slow • <i>ritardando</i> • accent • <i>fermata</i> • ties • slurs • *staccato • *legato 	<p><u>General Music Classes:</u> Identify standard symbols for dynamics, tempo and articulation</p> <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>pp</i> for <i>pianissimo</i> • <i>ff</i> for <i>fortissimo</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>deces</i> or > for <i>decrecendo</i> • <i>dim</i> for <i>diminuendo</i> • <i>accelerando</i> • <i>ritardando</i> • <i>allegro</i> • <i>moderato</i> • <i>andante</i> • <i>largo</i> • <i>a tempo</i> • accent • <i>fermata</i> • ties • slurs • <i>staccato</i> • <i>legato</i> <p><u>Vocal and Instr. Performance Classes:</u> Apply standard listed for General Music classes</p>	<p><u>General Music Classes:</u> Identify standard symbols for dynamics, tempo and articulation</p> <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>pp</i> for <i>pianissimo</i> • <i>ff</i> for <i>fortissimo</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>deces</i> or > for <i>decrecendo</i> • <i>dim</i> for <i>diminuendo</i> • <i>accelerando</i> • <i>ritardando</i> • <i>allegro</i> • <i>moderato</i> • <i>andante</i> • <i>largo</i> • <i>a tempo</i> • accent • <i>fermata</i> • ties • slurs • <i>staccato</i> • <i>legato</i> <p><u>Vocal and Instrumental Performance Classes:</u> Apply standard listed for General Music classes, adding marcato and full complement of dynamic range including <i>sfz</i></p>	
	National Standards		MU 5	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5
	Content Standards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music								
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8	Grade 9-12
Symbols for Rhythm, Pitch, and Expressive Elements				Notate rhythmic patterns and dynamics presented by the teacher <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> 	Notate rhythmic patterns and dynamics presented by the teacher <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>cresc</i> for <i>crescendo</i> • <i>decresc</i> for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> 	Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4 and 4/4 meter signature using bar lines <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>cresc</i> for <i>crescendo</i> • <i>decresc</i> for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> • <i>sol-mi-la</i> • eighth note/rest 	<u>General Music Classes:</u> Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music) <u>Vocal and Instrumental Performance Classes:</u> Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice (See Elements of Music)	<u>General Music Classes:</u> Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music) <u>Vocal and Instrumental Performance Classes:</u> Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)
National Standards				MU 5	MU 5	MU 5	MU 5	MU 5
Content Standards				FA 2	FA 2	FA 2	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music								
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Sight Reading						<u>Vocal and Instrumental Performance Classes:</u> Independently interpret simple rhythmic and melodic notation at sight	<u>Vocal and Instrumental Performance Classes:</u> Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, *key , and meter; modest ranges]	<u>Vocal and Instrumental Performance Classes: Proficient</u> Sight read standard musical notation at level 3 difficulty [Level 3--Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements] <u>Advanced</u> Sight read standard musical notation at level 4 difficulty [Level 4—moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys]
National Standards						MU 5	MU 5	MU 5
Content Standards						FA 2	FA 2	FA 2

Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Musical *Forms	Distinguish between same and different	Distinguish between music opposites <ul style="list-style-type: none"> • same/different • high/low • fast/slow • long/short • smooth/separated • soft/loud • up/down 	Recognize basic forms and composition techniques <ul style="list-style-type: none"> • question/answer • call/response • AB • repeated patterns [<i>ostinati</i>] • verse/refrain • repeat sign • *introduction 	Recognize basic forms and composition techniques <ul style="list-style-type: none"> • question/answer • call/response • AB • repeated patterns [<i>ostinati</i>] • verse/refrain • repeat sign • canon • ABA • introduction/*interlude 	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • AB • ABA • canon • <i>ostinati</i> • verse/refrain • repeat sign • partner songs • rondo • first and second endings • *coda • *blues 	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • AB • ABA • canon • <i>ostinati</i> • verse/refrain • repeat sign • partner songs • rondo • first and second endings • blues • <i>coda</i> • theme and variation • *DC/ *Fine • *DS al coda/ *Fine 	<p><u>General Music Classes:</u> Identify and analyze forms and composition techniques</p> <ul style="list-style-type: none"> • AB/*binary • ABA/*ternary • rondo • first and second endings • repeat signs • <i>coda</i> • two-part songs • theme and variation • <i>DC/Fine</i> • <i>DS al coda/Fine</i> • AABA/song form • fugue <p><u>Vocal and Instrumental Performance Classes:</u> Identify forms used in selected ensemble repertoire</p>	<p><u>General Music Classes:</u> Identify and analyze forms and composition techniques</p> <ul style="list-style-type: none"> • theme and variation • <i>DC/Fine</i> • <i>DS al coda/Fine</i> • AB/binary • ABA/ternary • song form • <i>sonata</i> • rondo • fugue • opera • ballet • *musical theatre • symphonic • Jazz • *sonata <p><u>Vocal and Instrumental Performance Classes:</u> Identify forms used in selected ensemble repertoire</p>
National Standards	MU 6	MU 6	MU 6	MU 6	MU 6	MU 6	MU 6	MU 6
Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance									
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Musical Characteristics, Events, and Descriptors	Respond and move to aural examples of music <ul style="list-style-type: none"> • sound and silence 	Demonstrate through movement musical opposites <ul style="list-style-type: none"> • high/low • fast/slow • long/short • smooth/ separated • soft/loud • same/different • up/down • beat/no beat 	Demonstrate through movement musical opposites and basic forms <ul style="list-style-type: none"> • high/low • fast/slow • long/short • smooth/ separated • soft/loud • same/different • up/down • question/ answer • call/response • AB • repeated pattern [<i>ostinati</i>] • verse/refrain 	Demonstrate and/or respond through movement to aural examples of music <ul style="list-style-type: none"> • music forms • expressive elements 	Distinguish between vocal ensemble groupings and orchestral instruments Identify instruments as representative of various cultures	Identify contrasting musical elements for vocal and instrumental music including melody, harmony, rhythm, expression, form, and timbre (e.g., voice classification-SATB, instrumental ensemble groupings-Jazz Band/Concert Band, etc.)	<u>General Music Classes and Vocal and Instrumental Performance Classes:</u> Determine the musical means (source) and size of group of an aural example Describe the musical expression (mood) of an aural example Determine the order and organization of an aural example Determine the possible origin of an aural example (e.g., location and time) Characterize the use of music by its intended function (purpose) and its intended audience		
	Differentiate between nature, man-made, and animal sounds	Differentiate between male, female, and children's voices	Differentiate between classroom pitched/non-pitched percussion instruments	Visually and aurally identify instrumental families					
	Differentiate between various vocal productions: <ul style="list-style-type: none"> • singing • whispering • shouting • speaking 	Differentiate between accompanied and unaccompanied		Distinguish between methods of sound production					
National Standards	MU 6	MU 6	MU 6	MU 6	MU 7	MU 7	MU 6		
Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3		

Artistic Perceptions

2. Develop and apply the knowledge and skills to evaluate music and musical performance								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Criteria for Musical Performances and Compositions	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:			Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:		Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:		<u>General Music Classes and Vocal and Instrumental Performance Classes:</u> Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
	<ul style="list-style-type: none"> • appropriate singing voice • loud/soft • steady beat • posture/stage presence 			<ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • posture/stage presence 		<ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • posture/stage presence 		<ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • style • posture/stage presence
	National Standards	MU 7			MU 7	MU 7		MU 7
Content Standards	FA 3			FA 3	FA 3		FA 3	

Artistic Perceptions

2. Develop and apply the knowledge and skills to evaluate music and musical performance									
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Critique Musical Performances and Compositions	Use prerequisite music terms to describe their personal response to a musical example (feelings)	Use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories)	Use prerequisite music terms to describe their personal response to a musical example (tempo)	Use prerequisite music terms to describe their personal response to a musical example (tone, timbre)	Use prerequisite music terms to describe their personal response to a musical example (function/style)	Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement)	<u>General Music Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening <u>Vocal and Instrumental Performance Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement	<u>General Music Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening <u>Vocal and Instrumental Performance Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment Use musical terminology to describe their personal response to musical example	
	National Standards	MU 7	MU 7	MU 7	MU 7	MU 7	MU 7	MU 7	MU 7
	Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts									
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Connections Between Music and Related Arts and Humanities	Use terms such as plain or fancy, same or different, bright or dark, in music class and art class	Name words and ideas that are used to describe works of music, art, dance, or theatre, such as happy and sad, light and dark, or same and different Identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet	Tell how concepts such as repetition and contrast are used in the fine arts	Compare and contrast terms used in the arts (e.g., identify similarities when comparing selected painting and listening to a musical piece	Compare and contrast meanings of terms used in the arts, such as unity, variety, repetition and contrast (e.g., listen to a rondo and study pictures of buildings designed by famous architects; tell where you see or hear examples of repetition	Compare the meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art	<u>General Music/Vocal and Instrumental Performance Classes:</u> Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures Discuss ways that each of the arts can enhance understanding and communication globally	<u>General Music Classes:</u> Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines <u>Vocal and Instrumental Performance Classes:</u> Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures	
	National Standards	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8
	Content Standards	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts									
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Connections Between Music and Non-Arts Disciplines		<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>List common themes found in all subject areas (e.g., repetition)</p>	<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics)</p>	<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Relate ideas learned or discussed in music to other situations in life (e.g., learn a song about imagination, and talk about how imagination can help you in many ways)</p>	<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)</p>	<p>Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Compare and contrast common terms used in music and other subject areas (e.g., tell how sound is created and relate this to string instruments and percussion instruments)</p> <p>Compare and contrast patterns in music (e.g., sequence, ABA form, scale patterns) with patterns in mathematics</p>	<p><u>General Music/Vocal and Instrumental Performance Classes:</u> Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.</p> <p>Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)</p>	<p><u>General Music Classes:</u> Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</p> <p>Compare and contrast the processes of analysis, inquiry, and creativity used in the arts to their use in other subject areas such as mathematics, literature, and the physical or social sciences</p> <p><u>Vocal and Instrumental Performance Classes:</u> List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups</p>	
	National Standards		MU 8	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8
	Content Standards		FA 4	FA 4	FA 4	FA 4	FA 4, 1.6	FA 4, 1.10	FA 4, 1.10

**Missouri Department of Elementary and Secondary Education
Music Grade Level Expectations**

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place									
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Genres and Styles	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • Western and non-Western music • circle games • *call and response Recognize music of now and *long ago	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • patriotic • Native American • African American • *Singing Games 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • Play party • Folk dances/folk music Identify "The Star-Spangled Banner" as the National Anthem	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • *Work songs • Cowboy songs • Square dances • *Spirituals • *Blues Identify music representing diverse cultures including Missouri (including the music of *Scott Joplin) and American heritage	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • *Secular • *Sacred • Multicultural music • American/*patriotic songs • Opera • Ballet • Blues • *Ragtime 	<u>General Music Classes:</u> Identify music from various styles and historical periods by comparing and contrasting selected elements of music <ul style="list-style-type: none"> • Jazz • *Orchestral • Classical/contemporary • American/world • Musical Theater <u>Vocal and Instrumental Performance Classes:</u> Identify genre or style from various historical periods through listening to selected ensemble repertoire	<u>General Music Classes:</u> Identify music from various styles and historical periods by comparing and contrasting selected elements of music <u>Vocal and Instrumental Performance Classes:</u> Identify genre or style from various historical periods through listening to selected ensemble repertoire	
	National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
	Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place								
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Stylistic Practices	Describe how elements of music are used in teacher-selected examples	Describe how elements of music are used in teacher-selected examples	Describe how elements of music are used in teacher-selected examples	Describe how elements of music are used in teacher-selected examples	Describe how elements of music are used in teacher-selected examples	Describe how elements of music are used in teacher-selected examples	Describe how elements of music are used in teacher-selected examples	Describe how elements of music are used in teacher-selected examples
	<ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants 	<ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response 	<ul style="list-style-type: none"> • patriotic • Native American • African American • Singing Games 	<ul style="list-style-type: none"> • Play party • Folk dances/folk music • National anthem 	<ul style="list-style-type: none"> • Work songs • Cowboy songs • Square dances • Spirituals • Ragtime • Blues 	<ul style="list-style-type: none"> • Secular/sacred • Multicultural music • American/patriotic songs • Opera • Ballet 	<p><u>General Music Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</p> <p><u>Vocal and Instrumental Performance Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</p>	<p><u>General Music Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</p> <p><u>Vocal and Instrumental Performance Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</p> <p><u>Proficient and Advanced</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</p> <p>Describe the historical significance of selected musical literature</p>
	National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place									
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Music's Role and Function in Various Cultures	Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants 	Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response 	Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> • patriotic • Native American • African American • Singing Games 	Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> • Play party • Folk dances/folk music • National anthem 	Describe the function of music representing diverse cultures, including Missouri and American heritage, in various settings and cultural events <ul style="list-style-type: none"> • Work songs • Cowboy songs • Square dances • Spirituals • Ragtime • Blues 	Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> • Secular/sacred • Multicultural music • American/patriotic songs • Opera • Ballet 	Describe the function of music in various settings and cultural events Attend and describe live musical experiences	<u>General Music Classes:</u> Describe the effects of society, culture and technology on music <u>Vocal and Instrumental Performance Classes:</u> <u>Proficient and Advanced</u> Categorize the function of music being performed in relation to its function in society or history	
	National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
	Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place								
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Careers in Music	Identify responsibilities of a music leader and group participants in a classroom setting	Identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting	Identify responsibilities of an accompanist and soloist	Identify responsibilities of a *composer and conductor	Identify available music-related careers in a give setting in the community Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.	Identify available music-related careers in a given setting	Compare and contrast a variety of music and music-related vocations and avocations	<u>General Music Classes:</u> Discuss musical figures and their role as composers/performers/innovators <u>Vocal and Instrumental Performance Classes:</u> Compare and contrast music and music-related vocations and avocations Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire Cite well-known performers specific to student's instrument and/or voice
National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5