

FORSYTH PUBLIC SCHOOLS

MUSIC
CURRICULUM

CURRICULUM COMMITTEE



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Aligned to 2016 Montana Arts Content Standards
Adopted July 2020 by Board of Trustees



MUSIC CURRICULUM GRADES K-12

The Four Artistic Processes in the Montana Standards of Art Adopted August 2016 by Office of Public Instruction

FORSYTH PUBLIC SCHOOLS MUSIC STANDARDS			
STRAND 1: CREATE by conceiving and developing new artistic ideas and work.	STRAND 2: PERFORMING/PRESENTING/PRODUCING by realizing artistic ideas and working through interpretation and presentation.	STRAND 3: RESPOND by understanding and evaluating how the arts convey meaning.	STRAND 4: CONNECT by relating artistic ideas and work with personal meaning and external context.
Standard 1: Generate and conceptualize artistic ideas and work;	Standard 4: Select, analyze and interpret musical works for presentation.	Standard 7: Perceive and analyze musical works.	Standard 10: Synthesize and relate knowledge and personal experiences to make music.
Standard 2: Organize and develop musical ideas and work.	Standard 5: Develop and refine musical techniques and work for presentation.	Standard 8: Interpret intent and meaning of musical work.	Standard 11: Relate musical ideas and works with societal, cultural and historical context to deepen understanding,
Standard 3: Refine and complete musical work.	Standard 6: Convey meaning through the presentation of musical works.	Standard 9: Apply criteria to evaluate musical work(s).	including musical ideas and works by American Indians.

General Music Kindergarten

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.1.Ka	Creating	Students will explore and experience music concepts (such as beat and melodic contour). <ol style="list-style-type: none">1. Identify high and low pitches2. Identify fast and slow, same and different, loud and quiet and long and short sounds3. Recognize and use whisper, speaking, calling, and singing voices.4. Perform the rhythm of words5. Show, say, clap, move, and play a steady beat6. Create a rhythmic pattern using long and short sounds
1.1.Kb	Creating	Students will generate musical ideas (such as movements or melodies). <ol style="list-style-type: none">1. Create movement to show the direction of the melody (up/down,) the steady beat, loud and quiet, long and short and same and different2. Use whisper, speaking, calling, and singing voices at the appropriate time

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.1.Ka	Creating	Students will demonstrate and choose favorite musical ideas <ol style="list-style-type: none">1. Choose sounds to accompany stories and songs using instruments or teacher voice
2.1.Kb	Creating	Students will organize personal musical ideas using iconic notation and/or recording technology <ol style="list-style-type: none">1. Follow pictures that show the melodic shape, long and short sounds and high and low sounds in music2. Read pictures that show one sound, no sound and two sounds to the beat3. Make music that sounds like a picture (i.e., long shapes = long sounds)

STANDARD 3: REFINE and COMPLETE MUSICAL WORK

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. The presentation of creative work is the culmination of a process of creation and communication.

Essential Question: How do musicians improve the quality of their creative work and when is it ready to share?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.1.Ka	Creating	Students will apply personal, peer, and teacher feedback in refining personal musical ideas. <ol style="list-style-type: none">1. Listen to feedback from the teacher about my musical work2. Encourage my classmates with positive feedback3. Wait for my turn to play
3.2.Kb	Creating	Students will demonstrate a final version of personal musical ideas to peers. <ol style="list-style-type: none">1. Suggest ways to make my performance better

STANDARD 4: SELECT, ANALYZE and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.1.Ka	Performing	Students will demonstrate and state personal interest in varied musical selections. <ol style="list-style-type: none">1. Sing songs that add on words each time (cumulative songs)2. Sing holiday songs3. Sing songs from different countries and people4. Sing folk songs5. Perform singing games6. Perform nursery rhymes7. Select the appropriate vocal tone color (sing, talk, call, whisper) for our performance8. Add movement and actions to the songs to help tell a story
4.2.Ka	Performing	Students will explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. <ol style="list-style-type: none">1. Play as loudly or quietly as the other children playing instruments or singing2. Watch the teacher to know how and when to play my instrument or sing3. Respond to same and different4. Identify and use four voices: talking, whispering, calling and singing
4.3.Ka	Performing	Students will demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. <ol style="list-style-type: none">1. Perform songs using loud/ quiet, fast/slow, and high/low2. Perform music using the four voices: talk, whisper, call and sing3. Show loud/quiet, fast/slow, high/low, long/short through movement4. Clap and play a simple rhythm of long and short sounds

STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK FOR PRESENTATION

Express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
5.1.Ka	Performing	Student will apply personal, teacher, and peer feedback to refine performances. <ol style="list-style-type: none">1. Discuss the successes of our performance and share ideas for improving our performance.
5.1.Kb	Performing	Student will use suggested strategies in rehearsal to improve the expressive qualities of music. <ol style="list-style-type: none">1. Watch the teacher to know how and when to sing2. Listen and sing/play with my classmates

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS

Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.1.Ka	Performing	Students will perform music with expression. <ol style="list-style-type: none">1. Sing loudly and quietly
6.1.Kb	Performing	Students will perform appropriately for the audience. <ol style="list-style-type: none">1. Sing and play as loudly or quietly as the other performers2. Watch the teacher to know how and when to sing and play my instruments3. Add movement to my performance

STANDARD 7: PERCEIVE AND ANALYZE MUSICAL WORKS

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.1.Ka	Responding	Students will list personal interests and experiences and demonstrate why they prefer some music selections over others. <ol style="list-style-type: none">1. Identify why I might sing a song outside of music class (i.e., lullaby, holiday, game song)2. Identify why I like some songs/music more than others
7.2.Ka	Responding	Students will demonstrate how a specific music concept (such as beat or melodic direction) is used in music. <ol style="list-style-type: none">1. Recognize and use fast and slow, same and different, loud and quiet and long and short sounds2. Recognize and use whisper, speaking, calling, and singing voices3. Recognize and use the rhythm of words4. Recognize and use a steady beat5. Recognize a simple rhythm pattern with long and short sounds6. Recognize the difference between kinds of music, including Montana American Indian music

STANDARD 8: INTERPRET INTENT and MEANING of MUSICAL WORK

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.1.Ka	Responding	Students will demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. <ol style="list-style-type: none">1. Tell when to walk, jog, or gallop by listening to the music2. Move to show that I hear the difference between musical timbres3. Respond to the expressive qualities in a piece of music4. Explain the way a song makes me feel and why

STANDARD 9: APPLY CRITERIA TO EVALUATE MUSICAL WORK(S)

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.1.Ka	Responding	Students will apply personal and expressive preferences in the evaluation of music. <ol style="list-style-type: none">1. Tell what I liked about my performance by using phrases such as "I really liked", "next time", and "I was surprised"2. Tell if a performer used the correct voice (singing vs speaking voice)3. Use words such high/low, fast/slow, loud/quiet to talk about music from all over the world4. Use words such as high/low, fast/slow, loud/quiet to tell what I like about a song

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES TO MAKE MUSIC.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.1.Ka	Connection	Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <ol style="list-style-type: none">1. Explain why I like a song2. Explain why to choose a song for a special occasion or person

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL and HISTORICAL CONTENT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and Works by AMERICAN INDIANS

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.1.Ka	Connection	Students will demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <ol style="list-style-type: none">1. Add movements to a song to express the meaning of the music2. Tell something important about where a song comes from using ideas that tell who, what, where, how, or why3. Know when to listen or to clap4. Sing many kinds of songs, such as alphabet songs, singing games, seasonal, multi-cultural, Native American, and patriotic

General Music First Grade

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.1.1a	Creating	Students will create musical ideas (such as answering a musical question) for a specific purpose. <ol style="list-style-type: none">1. Can recognize, notate, sing, play, and sign so, mi and la2. Show, say, clap, and play quarter and eighth notes and quarter rest3. Recognize and use wood, metal and skin timbre4. Recognize and show AB and ABA forms
1.1.1b	Creating	Students will generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). <ol style="list-style-type: none">1. Create movement to match the feeling of the music2. Create movement to show AB and ABA form3. Create a story to match the music4. Make up a sung response to a question

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.1.1a	Creating	Students will demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. <ol style="list-style-type: none">1. Choose sounds to accompany stories and songs using instruments or my voice

2.1.1b	Creating	<p>Students will use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p> <ol style="list-style-type: none"> 1. Make a picture of simple forms such as AB, and ABA 2. Write a pattern using ta, ti-ti, and rests 3. Write patterns using so, la, and mi
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STANDARD 3: REFINE and COMPLETE MUSICAL WORK

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication

Essential Question: How do musicians improve the quality of their creative work and when is it ready to share?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.1.1a	Creating	<p>Students will apply personal, peer, and teacher feedback in refining personal musical ideas.</p> <ol style="list-style-type: none"> 1. Use feedback from the teacher and peers to evaluate the success of my musical work myself.
3.2.1b	Creating	<p>Students will convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p> <ol style="list-style-type: none"> 1. Evaluate both my own and my class's performance using standards set by the teacher 2. Evaluate both my own and class's performance using a set performance rubric

STANDARD 4: SELECT, ANALYZE and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.1.1a	Performing	Students will demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. <ol style="list-style-type: none">1. perform singing games, cumulative songs, spirituals, patriotic, seasonal, multi-cultural, and folk songs
4.2.1a	Performing	Students will demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. <ol style="list-style-type: none">1. Show changes in loud and quiet using movement2. Show changes in tempo using movement3. Move to AB, ABA, and cumulative songs4. Describe various tempos, dynamics, and timbre5. Identify the number of phrases in a song6. Perform on wood, metal and skin instruments
4.2.1b	Performing	Students will read and perform rhythmic patterns using iconic or standard notation when analyzing selected music <ol style="list-style-type: none">1. Identify ta, ti-ti, ti-ka-ti-ka and rest in a rhythm pattern2. Clap ta, ti-ti, ti-ka-ti-ka and rest in a rhythm pattern3. Read rhythms using ta, ti-ti, ti-ka-ti-ka and rest
4.3.1a	Performing	Students will demonstrate and describe music's expressive qualities (such as dynamics, and tempo). <ol style="list-style-type: none">1. Perform songs using loud/ quiet, fast/slow, and high/low2. Perform music using wood, metal and skin instruments3. Show loud/quiet, fast/slow, high/low, long/short through movement4. Perform a steady beat bordun on the barred instruments

STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK FOR PRESENTATION

Express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
5.1.1a	Performing	Student will apply personal, teacher, and peer feedback to refine performances. <ol style="list-style-type: none">1. Share specific ideas for refining our performance reflecting on the quality of singing, accuracy of playing instruments and performance etiquette
5.1.1b	Performing	Student will use suggested strategies in rehearsal to address interpretive challenges of music. <ol style="list-style-type: none">1. Start a piece watching the cue of a conductor2. Perform a song, breathing before every phrase

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS

Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.1.1a	Performing	Students will perform music for a specific purpose with expression. <ol style="list-style-type: none">1. Perform using appropriate dynamics (loud and quiet)
6.1.1b	Performing	Students will perform appropriately for the audience and purpose. <ol style="list-style-type: none">1. Listen silently and attentively during musical performances, applauding appropriately at the end of the performance2. Respond to loud and quiet following a conductor3. Sing and play at the appropriate time, using the appropriate dynamic level, with good diction and with positive intent during my performance4. Add movement/choreography to my performance

STANDARD 7: PERCEIVE AND ANALYZE MUSICAL WORKS

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.1.1a	Responding	Students will identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. <ol style="list-style-type: none">1. Identify why I might sing a song outside of music class (i.e., lullaby, holiday, game song)2. Identify why I like some songs/music more than others
7.2.1a	Responding	Students will demonstrate and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose. <ol style="list-style-type: none">1. Recognize and use do, so, mi and la2. Recognize quarter and eighth notes and quarter rests3. Recognize and use wood, metal and skin timbres4. Recognize and use AB and ABA forms5. Recognize a simple rhythm pattern with long and short sounds6. Recognize the difference between kinds of music, including Montana American Indian music

STANDARD 8: INTERPRET INTENT and MEANING of MUSICAL WORK

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.1.1a	Responding	Students will demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. <ol style="list-style-type: none">1. Identify changes in tempo using movement2. Identify changes in loud and quiet3. Identify when there is a steady beat or not4. Explain how a song makes me feel and why

STANDARD 9: APPLY CRITERIA TO EVALUATE MUSICAL WORK(S)

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.1.1a	Responding	Students will apply personal and expressive preferences in the evaluation of music for specific purposes. <ol style="list-style-type: none">1. Reflect on my own performance by using phrases such as “I really liked”, “next time”, “I was surprised” and “because”.2. Show if music has a steady beat3. compare different pieces and decide which is most appropriate for a specific event or occasion and tell why4. Explain why songs in a performance or in class are my favorite using terms such as high/low, fast/slow, loud/quiet

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES TO MAKE MUSIC.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.1.1a	Connection	Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <ol style="list-style-type: none">1. Explain why I like a song using words such as high/low, loud/quiet, beat or rhythm2. Explain why I like to perform one part more than another3. Explain why to choose a song for a special occasion or person

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL and HISTORICAL CONTENT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and Works by AMERICAN INDIANS

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.1.1a	Connection	<p>Students will demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <ol style="list-style-type: none">1. Add movements to a song to express the meaning of the music2. Tell something important about where a song comes from using ideas that tell who, what, where, how, or why3. Sing many kinds of songs, such as singing games, patriotic, seasonal, multicultural, and folk songs4. Tell when I'm listening to Native American music

General Music Second Grade

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.1.2a	Creating	<p>Students will improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p> <ol style="list-style-type: none">1. Read, notate, and create patterns using do, re, mi on a three-line staff.2. Make up a four beat pitch pattern on a barred instrument using Do, Re, Mi, So, La3. Create, say, and play a four beat rhythm using half notes, quarter notes, eighth notes, quarter rests, and half rests4. Label metallophones, glockenspiels, and xylophones5. Create and play a rhythmic ostinato on a classroom instrument while singing a song
1.1.2b	Creating	<p>Students will generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</p> <ol style="list-style-type: none">1. Improvise on the barred instruments ending on do

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.1.2a	Creating	<p>Students will demonstrate and explain personal reasons for selecting musical ideas that represent expressive intent.</p> <ol style="list-style-type: none">1. Choose sounds to accompany stories and songs using instruments or my voice2. Make and perform a dynamic plan for a song using piano and forte3. Create a four-note pattern-using do, re, mi

2.1.2b	Creating	<p>Students will use iconic or standard notation and/or recording technology to combine, sequence and document personal musical ideas.</p> <ol style="list-style-type: none"> 1. Make a picture of simple forms such as AB, ABA and ABC 2. Write simple so, la, mi and do, re, mi patterns on a three-line staff 3. Write a four beat rhythm pattern using half notes, quarter notes, eighth notes, and quarter rests
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STANDARD 3: REFINE and COMPLETE MUSICAL WORK

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians’ presentation of creative work is the culmination of a process of creation and communication

Essential Question: How do musicians improve the quality of their creative work and when is it ready to share?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.1.2a	Creating	<p>Students will interpret and apply personal, peer, and teacher feedback to revise personal musical.</p> <ol style="list-style-type: none"> 1. Use feedback from the teacher and peers to complete a self-evaluation and integrate their feedback into my musical work
3.2.2b	Creating	<p>Students will convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p> <ol style="list-style-type: none"> 1. Evaluate both my own and my class’s performance and help create the standards for a successful performance

STANDARD 4: : SELECT, ANALYZE and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.1.2a	Performing	Students will demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. <ol style="list-style-type: none">1. perform singing games, cumulative songs, spirituals, patriotic, seasonal, multi-cultural, and folk songs.12. Select instrumental music for a specific purpose based on tempo and tone color (unpitched families- woods, metals, skins)
4.2.2a	Performing	Students will demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. <ol style="list-style-type: none">1. Respond to forte and piano while performing2. Perform a Coda3. Identify and perform on unpitched percussion such as wood, metal and skin instruments4. Identify and perform on pitched instruments5. Sing or speak a simple ostinato while others are singing a song6. Recognize and perform music in 2/4, 3/4 and 4/4
4.2.2b	Performing	Students will read and perform rhythmic and melodic patterns using iconic or standard notation when analyzing selected music <ol style="list-style-type: none">1. Name and perform quarter, eighth and half notes and rests when I see or hear them2. Identify and notate SLM or MRD on a three-line staff
4.3.2a	Performing	Students will demonstrate and describe expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. <ol style="list-style-type: none">1. Demonstrate singing with dynamics. (forte and piano)2. Use accents when performing music3. Sing a suspended pitch to harmonize a song

STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK FOR PRESENTATION

Express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
5.1.2a	Performing	Student will apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. <ol style="list-style-type: none">1. Give constructive criticism after participating in whole class performances and viewing small group performances in my class
5.1.2b	Performing	Student will rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music. <ol style="list-style-type: none">1. Perform a song, breathing before every phrase2. Perform the following expressive elements: fast/ slow, piano/forte, crescendo/decrescendo, and changing tempos

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS

Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.1.2a	Performing	Students will perform music for a specific purpose with expression and technical accuracy. <ol style="list-style-type: none">1. Identify the appropriate context to perform patriotic, seasonal, multicultural, and folk songs
6.1.2b	Performing	Students will perform appropriately for the audience and purpose. <ol style="list-style-type: none">1. Listen silently and attentively during musical performances, supporting the performers with applause and good intent2. Follow the conductor to start and end the piece and to sing and play at the appropriate dynamic level with my ensemble

STANDARD 7: PERCEIVE AND ANALYZE MUSICAL WORKS

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.1.2a	Responding	Students will explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. <ol style="list-style-type: none">1. Explain what kind of song to use for stories, holidays, and games
7.2.2a	Responding	Students will describe how specific music concepts are used to support a specific purpose in music. <ol style="list-style-type: none">1. Recognize and use patterns using do, re, mi on a three-line staff2. Recognize and use a four beat rhythm using half notes, quarter notes, eighth notes, quarter rests, and half rests3. Recognize and use a rhythmic ostinato on a classroom instrument while singing a song4. Recognize the difference between styles of music, including Montana American Indian music

STANDARD 8: INTERPRET INTENT and MEANING of MUSICAL WORK

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.1.2a	Responding	Students will demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent. <ol style="list-style-type: none">1. Identify and respond when the pulse is even or uneven for expressive intent in a piece of music2. Identify when music uses accents for expressive intent

STANDARD 9: APPLY CRITERIA TO EVALUATE MUSICAL WORK(S)

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.1.2a	Responding	<p>Students will apply personal and expressive preferences in the evaluation of music for specific purposes.</p> <ol style="list-style-type: none">1. Reflect on my own performance by using phrases such as “I really liked”, “next time”, “I was surprised” and “because”.2. Compare different pieces and decide which is most appropriate for a specific event or occasion and tell why3. Explain why songs in a performance or in class are my favorites using grade appropriate musical terms.4. Use grade appropriate musical terms to support my evaluation of music I hear or perform

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES TO MAKE MUSIC.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.1.2a	Connecting	<p>Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ol style="list-style-type: none">1. Explain why I like a song using words such as rhythm, melody, faster or slower2. Explain why I like to perform one part more than another by using words such as fast/slow, piano/forte, rhythm or pitch3. Explain why to choose a song for a special occasion, purpose or person

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL and HISTORICAL CONTENT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and Works by AMERICAN INDIANS

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.1.2a	Connection	<p>Students will demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <ol style="list-style-type: none">1. Help choose choreography that helps audience understanding of a song when appropriate for the piece2. Tell something important about where a song comes from using ideas that tell who, what, where, how, or why3. Recognize the difference between styles of music, including Montana American Indian music4. Distinguish between a composer, conductor and performer

General Music Third Grade

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.1.3a	Creating	<p>Students will improvise rhythmic and melodic ideas, and describe connection to specific purpose and content (such as personal and social).</p> <ol style="list-style-type: none">1. Read, notate, and create patterns using low so, low la, high do and fa on a staff.2. Create, say, move, and play a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, quarter rests, and half rests, and whole rests3. Create a 16-beat measure rhythm with teacher guidance4. Use rhythm and pitch to create an introduction, interlude and coda for a piece of music
1.1.3b	Creating	<p>Students will generate musical ideas (such as rhythms and melody) within a given tonality and/or meter.</p> <ol style="list-style-type: none">1. Create an eight-beat rhythmic question or answer with a teacher2. Create a four beat pitch pattern using hand signs and solfeggio3. Create an eight-beat melody4. Create a body percussion pattern for music that moves in two or three5. Create an S-L-M-R-D pattern when given an assigned eight beat rhythm

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.1.3a	Creating	<p>Students will demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</p> <ol style="list-style-type: none">1. Choose sounds to accompany stories and songs using instruments, my voice and found sounds2. Make and perform a dynamic plan for a song using crescendo and decrescendo3. Create a song using the rhythm of a poem on unpitched percussion instruments and barred instruments4. Create music that expresses the mood of a story or poem
2.1.3b	Creating	<p>Students will use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p> <ol style="list-style-type: none">1. Write simple S-L-M-R-D patterns on a treble clef staff2. Write a 16-beat rhythm using quarter notes, eighth notes, half notes, sixteenth notes, whole notes and corresponding rests3. Create simple forms such as repetition and contrast, AB, ABA, ABC, and Rondo form

STANDARD 3: REFINE and COMPLETE MUSICAL WORK

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication

Essential Question: How do musicians improve the quality of their creative work and when is it ready to share?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.1.3a	Creating	Students will evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback. <ol style="list-style-type: none">1. Revise my piece to meet the standards given for my creative work by the teacher
3.2.3a	Creating	Students will present the final version of personal created music to others, and describe connection to expressive intent. <ol style="list-style-type: none">1. Perform my piece and explain why I made my musical choices after my performance.

STANDARD 4: SELECT, ANALYZE and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.1.3a	Performing	Students will demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. <ol style="list-style-type: none">1. Identify and perform holiday, patriotic, seasonal, multi-cultural, and folk songs.2. Select instrumental music for a specific purpose with guidance from my teacher

4.2.3a	Performing	<p>Students will demonstrate understanding of the structure in music selected for performance.</p> <ol style="list-style-type: none"> 1. Identify and perform introduction, interlude and coda 2. Identify and perform in Rondo form 3. Perform canons/rounds with teacher’s guidance 4. Label same and different music with alphabet letters, such as A, B, C, etc 5. Perform music in major and minor
4.2.3b	Performing	<p>Students will read and perform rhythmic patterns and melodic phrases using iconic or standard notation when analyzing selected music.</p> <ol style="list-style-type: none"> 1. Sing D’- SLMRD-S, L, patterns when my teacher points to steps on the solfege ladder 2. Name quarter notes, half notes, dotted half notes, eighth notes, sixteenth notes, whole notes, quarter rests, half rests and whole rests when I see them 3. Label a melody that moves by step, skip or repeat when I listen to a song or sing a song 4. Identify steps, skips and repeats when I see them on a treble clef staff 5. Read rhythms with the correct rhythm syllables 6. Identify and notate SLMRD on the treble clef staff 7. Sing SLMRD patterns on the treble clef staff
4.2.3c	Performing	<p>Students will describe how context (such as personal and social) can inform a performance.</p> <ol style="list-style-type: none"> 1. Perform holiday, patriotic, seasonal, classical, multi-cultural, and folk songs
4.3.3a	Performing	<p>Students will demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p> <ol style="list-style-type: none"> 1. Demonstrate singing with dynamics. (forte and piano; crescendo and decrescendo) 2. Play accents 3. Play at the appropriate dynamic level with my ensemble 4. Respond to forte and piano following a conductor 5. Start a piece watching the cue of a conductor

STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK FOR PRESENTATION

Express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
5.1.3a	Performing	Student will apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances. 1. Give constructive criticism after viewing small group performances in my class
5.1.3b	Performing	Student will rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. 1. Improve various aspects of my class's performance with teacher directions

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS

Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.1.3a	Performing	Students will perform music with expression and technical accuracy. 1. Identify the qualities that show that a piece is ready for performance 2. Identify the appropriate context to perform patriotic, seasonal, multicultural and folk songs
6.1.3b	Performing	Students will demonstrate performance decorum and audience etiquette appropriate for the context and venue. 1. Listen silently and attentively during musical performances

STANDARD 7: PERCEIVE AND ANALYZE MUSICAL WORKS

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.1.3a	Responding	<p>Students will demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p> <ol style="list-style-type: none">1. Explain why a song is written in major or minor2. Explain why a song is selected for a story, holiday, and game3. Explain why a song uses dynamics such as: p, mp, mf, and f
7.2.3a	Responding	<p>Students will demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</p> <ol style="list-style-type: none">1. Describe the mood created by a piece of music and list musical characteristics that create that mood2. Recognize and use patterns using low sol, low la, high do, and fa on a staff3. Recognize and use a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, quarter rests, and half rests, and whole rests4. Show where an introduction, interlude and coda occur in a piece of music5. Tell about the historical or cultural origins of a song, including Montana American Indian music

STANDARD 8: INTERPRET INTENT and MEANING of MUSICAL WORK

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.1.3a	Responding	<p>Students will demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performer's interpretations to reflect expressive intent.</p> <ol style="list-style-type: none">1. Discuss why composers may use rhythms in their music, such as sixteenth notes, eighth notes, quarter notes, half notes and whole notes2. Identify when music uses fermatas, decrescendo and crescendo3. Identify when music speeds up or slows down

STANDARD 9: APPLY CRITERIA TO EVALUATE MUSICAL WORK(S)

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.1.3a	Responding	<p>Students will evaluate musical works and performances, applying established criteria, and describe appropriateness to the content.</p> <ol style="list-style-type: none">1. Reflect on my own performance by using phrases such as "I really liked", "next time", "I was surprised" and "because"2. Compare different pieces and decide which is most appropriate for a specific event or occasion and tell why3. Explain why songs in a performance or in class are my favorites using grade appropriate musical terms.4. Use grade appropriate musical terms to support my evaluation of music I hear or perform

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES TO MAKE MUSIC.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.1.3a	Connecting	Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <ol style="list-style-type: none">1. Explain why I like a song using words such as major and minor2. Explain why I prefer to perform one part more than another addressing areas such as melody, rhythm or pitch3. Perform in a style that matches the composer's intent

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL and HISTORICAL CONTENT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and Works by AMERICAN INDIANS

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.1.3a	Connection	Students will demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <ol style="list-style-type: none">5. Create choreography that helps audience understanding of a song when appropriate for the piece6. Describe/write interesting facts about songs, such as who, what, where, how, and why7. Explain why a song is used for specific purposes8. Describe the connection between music I hear or perform and experiences in my life9. Recognize the difference between styles of music, including Montana American Indian music

General Music Fourth Grade

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.1.4a	Creating	<p>Students will improvise rhythmic, melodic and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</p> <ol style="list-style-type: none">1. Read, notate, and create patterns using S, L, DRMFSLTD' on a staff2. Read, notate, and create patterns using note names on the treble clef staff3. Create, say, move, and play a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets, syncopation, quarter rests, and half rests and whole rests4. Create an 8- measure rhythm5. Improvise on the soprano recorder
1.1.4b	Creating	<p>Students will generate musical ideas (such as rhythms, melodies and simple accompaniment patterns) within a given tonality (such as major and minor) and meters.</p> <ol style="list-style-type: none">1. Create and paly musical answers to questions on a pitched or unpitched instrument with a partner2. Create and play a melodic ostinato pattern on a pitched instrument3. Create a melodic question ending on sol and an answer ending on do4. Create a rhythmic question or answer in Simple Duple (2/4), Simple Triple (3/4) and Simple Quadruple (4/4)

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.1.4a	Creating	<p>Students will demonstrate selected musical ideas for a simple improvisation, arrangement or composition to express intent, and explain connection to purpose and content.</p> <ol style="list-style-type: none">1. Create my own music or make changes to someone else's composition to go with a story or play2. Make and perform a dynamic plan for a song using pianissimo and fortissimo3. Create music that expresses the mood of a story or poem using major or minor
2.1.4b	Creating	<p>Students will use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and simple harmonic musical ideas.</p> <ol style="list-style-type: none">1. Make up a song (and write it down) using iconic notation2. Create a piece for an instrument (and write it down) using iconic notation3. Create simple forms such as repetition and contrast, AB, ABA, ABC, and Rondo form

STANDARD 3: REFINE and COMPLETE MUSICAL WORK

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Musicians' presentation of creative work is the culmination of a process of creation and communication

Essential Question: How do musicians improve the quality of their creative work and when is it ready to share?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.1.4a	Creating	<p>Students will evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.</p> <ol style="list-style-type: none">1. Determine what changes are needed in my piece to meet the standards given for the creative work by the teacher

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| 3.2.4a | Creating | <p>Students will present the final version of personal created music to others, and explain connection to expressive intent.</p> <ol style="list-style-type: none"> 1. Perform my piece and describe how I met the standards of the creative work assignment |
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STANDARD 4: SELECT, ANALYZE and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.1.4a	Performing	<p>Students will demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context and technical skill.</p> <ol style="list-style-type: none"> 1. Identify and perform holiday, patriotic, seasonal, multi-cultural, and folk songs and select songs and music for each occasion appropriately 2. Select instrumental music for a specific purpose based on tempo, tonality (major and minor) and tone color (instrument families of the orchestra)
4.2.4a	Performing	<p>Students will demonstrate understanding of the structure and the elements of music (such as rhythm, pitch and form) in music selected for performance.</p> <ol style="list-style-type: none"> 1. Recognize and label phrase form (aaba') 2. Sing partner songs 3. Perform a 12 bar blues 4. Play melodic and rhythmic ostinati on instruments 5. Perform questions and answers with body percussion, barred instruments and soprano recorders 6. Identify and perform A' in an ABA' form

4.2.4b	Performing	Students will read and perform iconic and/or standard notation when analyzing selected music.
		<ol style="list-style-type: none"> 1. Identify and perform syncopated (eighth-quarter-eighth) rhythms 2. Identify and perform triplet rhythms 3. Perform rhythms that include an eighth note rest 4. Read rhythms in 6/8 meter 5. Perform BAGEDC' melodies on the soprano recorder 6. Read music on the treble clef staff 7. Read musical signs and symbols and use them when I play and sing. (bar lines, time signature, D.C. al Fine, repeat signs, dynamic markings, tempo markings)
4.2.4c	Performing	Students will explain how context (such as social and cultural) informs a performance.
		<ol style="list-style-type: none"> 1. Perform holiday, patriotic, seasonal, classical, multi-cultural, and folk songs and select songs and music for each occasion appropriately
4.3.4a	Performing	Students will demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo and timbre).
		<ol style="list-style-type: none"> 1. Demonstrate singing with dynamics. (forte and piano; crescendo and decrescendo; pianissimo and fortissimo) 2. Perform music using accelerando and ritardando 3. Sing in the correct style in a song 4. Play with expression on instruments 5. Interpret musical signs and symbols and use them when I play and sing 6. Show different qualities about music through movement and acting

STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK FOR PRESENTATION

Express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
5.1.4a	Performing	Student will apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. <ol style="list-style-type: none">1. Evaluate a small group performance using a teacher-supplied rubric
5.1.4b	Performing	Student will rehearse to refine technical accuracy, expressive qualities, and address performance challenges. <ol style="list-style-type: none">1. Identify areas that need to be rehearsed in my class's performance through sound recordings and class reflection

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS

Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.1.4a	Performing	Students will perform music, alone or with others, with expression and technical accuracy and appropriate interpretation. <ol style="list-style-type: none">1. Identify the qualities that show that a solo or ensemble piece is ready for performance2. Identify the appropriate context to perform patriotic, seasonal, multicultural, 12-bar blues and folk songs
6.1.4b	Performing	Students will demonstrate performance decorum and audience etiquette appropriate for the context, venue and genre. <ol style="list-style-type: none">1. Show appropriate concert behavior when listening to the music performed in a concert hall

STANDARD 7: PERCEIVE AND ANALYZE MUSICAL WORKS

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.1.4a	Responding	<p>Students will demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes or contexts.</p> <ol style="list-style-type: none">1. Explain how a song is used in everyday life2. Explain how folksongs originate3. Explain the origin of spirituals4. Explain how pow wow music is used
7.2.4a	Responding	<p>Students will demonstrate and explain how a response to music can be informed by the structure, the use of the elements of music, and context (such as social and cultural).</p> <ol style="list-style-type: none">1. Describe the mood created by a piece of music and list musical characteristics that create that mood2. Listen to many different styles of music and decide what the original purpose of the music might be based on elements in the music3. Recognize and use patterns using S, L, DRMFSLTD' on a staff4. Recognize and use patterns using note names on the treble clef staff5. Recognize and use a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets, syncopation, quarter rests, and half rests, and whole rests6. Recognize and play a melody on the soprano recorder7. Tell about the historical or cultural origins of a song, including Montana American Indian music

STANDARD 8: INTERPRET INTENT and MEANING of MUSICAL WORK

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.1.4a	Responding	<p>Students will demonstrate and explain how the expressive qualities (such as dynamics, tempo and timbre) are used in performer's interpretations to reflect expressive intent.</p> <ol style="list-style-type: none">1. Identify when music uses decrescendo, crescendo, accelerando, ritardando and accents to express the composers' intent

STANDARD 9: APPLY CRITERIA TO EVALUATE MUSICAL WORK(S)

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.1.4a	Responding	<p>Students will evaluate musical works and performances, applying established criteria, and explain appropriateness to the content.</p> <ol style="list-style-type: none">1. Reflect on my own performance by using phrases such as "I really liked", "next time", "I was surprised" and "because"2. Reflect and evaluate my own performance by using a teacher provided rubric.3. Compare different pieces and decide which is most appropriate for a specific event or occasion and tell why4. Explain why songs in a performance or in class are my favorites using musical terms and grade appropriate musical terms.5. Use grade appropriate musical terms to support my evaluation of music I hear or perform

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES TO MAKE MUSIC.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.1.4a	Connecting	Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <ol style="list-style-type: none">1. Explain why I like a song using words such as syncopation and meter2. Explain why I prefer to perform one part more than another addressing areas such as melody, rhythm or pitch3. Choose a performance style and explain why it is a good choice

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL and HISTORICAL CONTENT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and Works by AMERICAN INDIANS

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.1.4a	Connection	Students will demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <ol style="list-style-type: none">1. Create choreography that helps audience understanding of a song when appropriate for the piece2. Describe/write interesting facts about songs, such as who, what, where, how, and why3. Know what audience response is appropriate with different styles of music4. Describe the connection between music I hear or perform and experiences in my life5. Find similarities between music and other arts, such as visual art, media art, drama, and dance6. Recognize the difference between styles of music, including Montana American Indian music

General Music Fifth and Sixth Grade

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.1.5/6a	Creating	Students will improvise rhythmic, melodic and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural and historical). <ol style="list-style-type: none">1. Read patterns using sharps and flats on the treble clef staff2. Create, say, move, and play a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets, eighth/sixteenth note combination, dotted quarter notes, quarter rests and half rests and whole rests3. Create an 8- measure melody using suggested rhythm4. Create variations on a theme
1.1.5/6b	Creating	Students will generate musical ideas (such as rhythms, melodies and accompaniment patterns) within specific related tonalities, meters and simple chord changes. <ol style="list-style-type: none">1. Create and play musical answers to questions that reflect the same style2. Improvise or compose on a mallet instrument using pentatonic scale3. Improvise or compose a variation on a theme

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.1.5/6a	Creating	Students will demonstrate selected and developed musical ideas for improvisations, arrangements or compositions to express intent, and explain connection to purpose and content. <ol style="list-style-type: none">1. Create a story to accompany my music composition2. Make and perform a dynamic plan for a song using <i>mezzo-piano</i> and <i>mezzo-forte</i>

2.1.5/6b	Creating	<p>Students will use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <ol style="list-style-type: none"> 1. Create a song (and write it down) using specified guidelines 2. Create a piece for an instrument (and write it down) using specified guidelines 3. Create simple forms such as repetition and contrast, AB, ABA, ABC Rondo form, theme and variations
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STANDARD 3: REFINE and COMPLETE MUSICAL WORK

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication

Essential Question: How do musicians improve the quality of their creative work and when is it ready to share?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.1.5/6a	Creating	<p>Students will evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback and explain rationale for changes.</p> <ol style="list-style-type: none"> 1. Make rhythmic and melodic revisions to my piece to meet my own standards and explain my rationale for the changes in musical terms
3.2.4a	Creating	<p>Students will present the final version of personal created music to others, and that demonstrates craftsmanship and connection to expressive intent.</p> <ol style="list-style-type: none"> 1. Perform my piece and explain my musical choices as well as receive feedback on the quality of my performance

STANDARD 4: SELECT, ANALYZE and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.1.5/6a	Performing	<p>Students will demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and other's technical skill.</p> <ol style="list-style-type: none">1. Identify and perform holiday, patriotic, seasonal, multi-cultural, folk songs, popular music, select songs and music for each occasion appropriately2. Select instrumental music for a specific purpose based on tempo, expressive marks (accents, legato, staccato), dynamics, tonality (major and minor) and tone color (instrument families of the orchestra and folk instruments)
4.2.5/6a	Performing	<p>Students will demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form and harmony) in music selected for performance.</p> <ol style="list-style-type: none">1. Perform in Theme and Variations form2. Recognize a first and second ending3. Accompany a song with the roots of I-IV-V chords on mallets and ukulele4. Perform mixed meter songs and pieces5. Sing descant lines
4.2.5/6b	Performing	<p>Students will read and perform using standard notation when analyzing selected music.</p> <ol style="list-style-type: none">1. Identify and perform dotted quarter note-eighth note rhythms2. Identify and perform eighth-sixteenth note combinations3. Perform music in mixed or compound meter
4.2.5/6c	Performing	<p>Students will explain how context (such as social, cultural and historical) informs performances.</p> <ol style="list-style-type: none">1. Perform holiday, patriotic, seasonal, classical, multi-cultural, folk songs, popular music, select songs and music for each occasion appropriately

4.3.5/6a	Performing	<p>Students will demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre and articulation/style).</p> <ol style="list-style-type: none"> 1. Perform using dynamics. (forte and piano; crescendo and decrescendo; pianissimo, fortissimo and mezzo forte) 2. Select simple, broken, level, rhythmic, or crossover bordun to accompany a piece 3. Perform I-V, I-IV-V and I-VII ostinati to accompany a song 4. Play instruments in varied ensembles 5. Sing with correct diction, pitch and rhythm 6. Breathe in the correct places between phrases in a song
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STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK FOR PRESENTATION

Express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
5.1.5/6a	Performing	<p>Student will apply teacher-provided and established criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.</p> <ol style="list-style-type: none"> 1. Evaluate my small group or solo performance using a teacher-supplied rubric
5.1.5/6b	Performing	<p>Student will rehearse to refine technical accuracy, expressive qualities to address challenges and show improvement over time.</p> <ol style="list-style-type: none"> 1. Identify areas that need improvement and suggest ways to improve my class's performance

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS

Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.1.5/6a	Performing	Students will perform music, alone or with others, with expression and technical accuracy and appropriate interpretation. <ol style="list-style-type: none">1. Identify the qualities that show that a solo or ensemble piece is ready for performance2. Identify the appropriate context to perform patriotic, seasonal, multicultural, 12-bar blues and folk songs
6.1.5/6b	Performing	Students will demonstrate performance decorum and audience etiquette appropriate for the context, genre and style. <ol style="list-style-type: none">1. List the differences in audience etiquette when comparing concert hall and popular music performances

STANDARD 7: PERCEIVE AND ANALYZE MUSICAL WORKS

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.1.5/6a	Responding	Students will demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes or contexts. <ol style="list-style-type: none">1. Give specific examples of how a song may be used (such as songs in major for a happy story, minor songs for a scary story, rhythms/melodies that illustrate a particular non-musical concept)

7.2.5/6a

Responding

Students will demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural and historical).

1. Describe the mood created by a piece of music and list musical characteristics that create that mood
2. Listen to many different styles of music and decide what the original purpose of the music might be based on elements in the music
3. Recognize and use patterns using sharps and flats on the treble clef staff
4. Recognize and use a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets, eighth/sixteenth combinations, dotted quarter notes, quarter rests, and half rests, and whole rests
5. Recognize and use variations on a theme
6. Recognize and describe elements of Montana American Indian music including traditional powwow music

STANDARD 8: INTERPRET INTENT and MEANING of MUSICAL WORK

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS

STRAND

GOALS and PERFORMANCE OBJECTIVES

8.1.5/6a

Responding

Students will demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre and articulation) are used in performer's interpretations to reflect expressive intent.

1. Identify when music uses decrescendo, crescendo, accelerando, ritardando, accents or legato to express the composers' intent

STANDARD 9: APPLY CRITERIA TO EVALUATE MUSICAL WORK(S)

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.1.5/6a	Responding	<p>Students will evaluate musical works and performances, applying established criteria, and explain appropriateness to the content, citing evidence from the elements of music.</p> <ol style="list-style-type: none">1. Reflect on my own performance by using phrases such as “I really liked”, “next time”, “I was surprised” and “because”2. Compare different pieces and decide which is most appropriate for a specific event or occasion and tell why3. Explain why songs in a performance or in class are my favorites by using grade appropriate musical terms.4. Give positive and constructive comments using musical terms to evaluate of music I hear or perform

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES TO MAKE MUSIC.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.1.5/6a	Connecting	<p>Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ol style="list-style-type: none">1. Explain why I prefer one variation over another in theme and variation form2. Explain why I prefer one style of music over another3. Perform in a style and explain why it is a good choice

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL and HISTORICAL CONTENT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and Works by AMERICAN INDIANS

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.1.5/6a	Connection	<p>Students will demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <ol style="list-style-type: none">1. Create choreography that helps audience understanding of a song when appropriate for the piece2. Describe/write interesting facts about songs, such as who, what, where, how, and why3. Know what audience response is appropriate with different styles of music4. Represent themes or sections of music using arts such as drama, visual art, dance, or writing and describe elements of each that are similar5. Describe a connection between music I hear or perform and experiences in my life6. Find similarities between music and other arts, such as visual art, media art, drama, and dance7. List jobs in music, art, dance, and drama8. Recognize the difference between styles of music, including Montana American Indian music

Fifth Grade Band

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.1.5a	Creating	Students will compose and improvise melodic and rhythmic ideas or melodies that reflect characteristic(s) of music or text(s) studied in rehearsal. <ol style="list-style-type: none">1. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys2. Communicate a musical idea using call and response on my instrument3. Complete a melodic phrase within a given key4. Perform rhythmic variations on a simple melody5. Improvise a 4 beat rhythm

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.1.5a	Creating	Students will select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. <ol style="list-style-type: none">1. Record an improvisation using recording technology2. Practice and record an improvisation using the first 5 notes I have learned on my instrument3. Listen to my improvisation and then record changes to my improvisation

2.1.5b	Creating	<p>Students will preserve draft compositions and improvisations through audio recording and/or simple notation (note letter names and/or graphic notation).</p> <ol style="list-style-type: none"> 1. Notate an original composition 2. Create an original melody, using the first five notes 3. Label the note names for my melody 4. Speak the rhythm of my composition using the designated counting system or syllables 5. Use and describe the dynamics used in my melody 6. Complete creativity exercises when assigned
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STANDARD 3: REFINE and COMPLETE MUSICAL WORK

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication

Essential Question: How do musicians improve the quality of their creative work and when is it ready to share?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.1.5a	Creating	<p>Students will evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</p> <ol style="list-style-type: none"> 1. Evaluate and refine basic compositions and improvisations based on teacher-provided guidelines 2. Listen to my recording and discuss what I like about my original work 3. Describe the musical elements that I used in my composition or improvisation 4. Identify ways to change my original work to make it sound the way I want
3.2.5a	Creating	<p>Students will share personally developed melodic and rhythmic ideas or motives - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <ol style="list-style-type: none"> 1. Share melodic and rhythmic ideas/motives that demonstrate an understanding of the music studied in rehearsal 2. Perform my original music individually or in a group 3. Record my original composition or improvisation

STANDARD 4: SELECT, ANALYZE and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.1.5a	Performing	Students will select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. <ol style="list-style-type: none">1. Know why repertoire is selected for study and performances2. Understand why the music being studied has been chosen3. Provide an appropriate program order from the music selected
4.2.5a	Performing	Students will demonstrate, using music-reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. <ol style="list-style-type: none">1. Develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding2. Know the story behind the composition we are performing3. Be aware of who the composer is and what her/his intention within the composition.4. Create my own story line for the piece we are performing. (From the title of the work and the way the music feels
4.3.5a	Performing	Students will identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. <ol style="list-style-type: none">1. Perform a given piece of music with technical accuracy and appropriate expression.2. Perform a phrase of music as intended by the composer3. Articulate in the style intended by the composer4. Use dynamics in expressing the meaning of the music

STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK FOR PRESENTATION

Express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
5.1.5a	Performing	Student will use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. <ol style="list-style-type: none">1. Demonstrate proper fundamentals on their instrument2. Show proper care of my instrument3. Demonstrate the appropriate embouchure4. Perform with proper playing position (hand)5. Demonstrate musician posture for a wind instrument6. Demonstrate proper breathing techniques7. Demonstrate appropriate tone8. Demonstrate appropriate and varied articulation through a legato approach9. Tune my instrument

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS

Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.1.5a	Performing	<p>Students will demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <ol style="list-style-type: none">1. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4 using the following strategies:<ol style="list-style-type: none">a. physically demonstrate pulse within music as I performb. clearly state how to use a metronome as a practice toolc. demonstrate an accurate conducting pattern for time signatures of 2/4, 3/4, and 4/4 timesd. count out loud using a numeric/syllabic counting system2. Know the order of flats and sharps3. Define the transposition for my instrument4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression5. Demonstrate the ability to play fast and slow6. Demonstrate the ability to play loud and soft
6.1.5b	Performing	<p>Students will demonstrate an awareness of the context of the music through prepared and improvised performances.</p> <ol style="list-style-type: none">1. Sight-read, accurately and expressively, music with a level of difficulty of .5-1, on a scale of .5-62. Learn and perform a solo and/or ensemble3. Watch my conductor while playing and clearly understand what my conductor is asking me to do while performing4. Demonstrate concert etiquette as a performer and listener by choosing appropriate attire as specified by the director, timeliness and courtesy towards the audience and performers

STANDARD 7: PERCEIVE AND ANALYZE MUSICAL WORKS

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.1.5a	Responding	Students will identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. <ol style="list-style-type: none">1. Understand why the music being studied has been chosen2. Provide an appropriate program order from the music selected
7.2.5a	Responding	Students will identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. <ol style="list-style-type: none">1. Develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding2. Know the story behind the composition we are performing3. Be aware of who the composer is and what her/his intention within the composition4. Create my own story line for the piece we are performing. (from the title of the work and the way the music feels)

STANDARD 8: INTERPRET INTENT and MEANING of MUSICAL WORK

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.1.5a	Responding	Students will identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. <ol style="list-style-type: none">1. Perform a given piece of music with technical accuracy and appropriate expression2. Perform a phrase of music as intended by the composer3. Articulate in the style intended by the composer4. Use dynamics in expressing the meaning of the music

STANDARD 9: APPLY CRITERIA TO EVALUATE MUSICAL WORK(S)

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.1.5a	Responding	Students will identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. <ol style="list-style-type: none">1. Explain the influence that experiences and context have on our response to music2. Draw upon my own experiences when deciding on the quality and effectiveness of music3. Evaluate a performance as a performer within the ensemble4. Use a given rubric to judge/critique a performance

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES TO MAKE MUSIC.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.1.5a	Connecting	Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 1. Explain how music relates to other subjects

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL and HISTORICAL CONTENT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and Works by AMERICAN INDIANS

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.1.5a	Connection	Students will demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 1. Understand how the arts are connected 2. Gain understanding of Native American Culture through musical context

Sixth Grade Band

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.1.6a	Creating	<p>Students will compose and improvise melodic and rhythmic ideas or melodies that reflect characteristic(s) of music or text(s) studied in rehearsal.</p> <ol style="list-style-type: none">1. Improvise melodic embellishments and simple rhythmic and melodic variations on selected tunes from their method book2. Communicate a musical idea using call and response on my instrument3. Complete a melodic phrase within a given key4. Perform rhythmic variations on a simple melody5. Improvise an 8 beat rhythm

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.1.6a	Creating	<p>Students will select and develop draft melodic and rhythmic ideas or melodies that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <ol style="list-style-type: none">1. Record an improvisation using recording technology2. Practice and record an improvisation using a designated scale I have learned on my instrument3. Listen to my improvisation and then record changes to my improvisation

2.1.6b

Creating

Students will preserve draft compositions and improvisations through standard notation and audio recording.

1. Notate an original composition using note letter names or numeric values for scale degrees
2. Create an original melody, using a designated scale
3. Label the note names for my melody
4. Speak the rhythm of my composition using the designated counting system or syllables
5. Use and describe the dynamics used in my melody
6. Complete creativity exercises when assigned
7. Arrange/play a familiar song in an easy key by ear

STANDARD 3: REFINE and COMPLETE MUSICAL WORK

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication

Essential Question: How do musicians improve the quality of their creative work and when is it ready to share?

STANDARDS

STRAND

GOALS and PERFORMANCE OBJECTIVES

3.1.6a

Creating

Students will evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

1. Evaluate and refine basic compositions and improvisations based on teacher-provided guidelines
2. Listen to my recording and discuss what I like about my original work
3. Describe the musical elements that I used in my composition or improvisation
4. Identify ways to change my original work to make it sound the way I want

3.2.6a

Creating

Students will share personally developed melodic and rhythmic ideas or melodies - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal.

1. Share melodic and rhythmic ideas/melodies that demonstrate an understanding of the music studied in rehearsal
2. Perform my original music individually or in a group
3. Record my original composition or improvisation

STANDARD 4: SELECT, ANALYZE and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

STANDARDS

STRAND

GOALS and PERFORMANCE OBJECTIVES

4.1.6a

Performing

Students will select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

1. Know why repertoire is selected for study and performances
2. Understand why the music being studied has been chosen
3. Provide an appropriate program order from the music selected

4.2.6a

Performing

Students will demonstrate, using music-reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

1. Develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding
2. Know the story behind the composition we are performing
3. Be aware of who the composer is and what her/his intention within the composition.
4. Create my own story line for the piece we are performing. (From the title of the work and the way the music feels)

4.3.6a	Performing	<p>Students will identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <ol style="list-style-type: none"> 1. Perform a given piece of music with technical accuracy and appropriate expression. 2. Perform a phrase of music as intended by the composer 3. Articulate in the style intended by the composer 4. Use dynamics in expressing the meaning of the music
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STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK FOR PRESENTATION

Express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
5.1.6a	Performing	<p>Student will use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <ol style="list-style-type: none"> 1. Demonstrate proper fundamentals on their instrument 2. Assemble my instrument 3. Show proper care of my instrument 4. Demonstrate the appropriate embouchure 5. Perform with proper playing position (hand) 6. Demonstrate musician posture for a wind instrument 7. Demonstrate proper breathing techniques 8. Demonstrate appropriate tone 9. Demonstrate appropriate and varied articulation through a legato approach 10. Tune my instrument

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS

Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.1.6a	Performing	<p>Students will demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <ol style="list-style-type: none">1. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4 using the following strategies:<ol style="list-style-type: none">a. physically demonstrate pulse within music as I performb. clearly state how to use a metronome as a practice toolc. demonstrate an accurate conducting pattern for time signatures of 2/4, 3/4, 4/4, 6/8 and 2/2 time signaturesd. count out loud using a numeric/syllabic counting system2. Define the transposition for my instrument3. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression4. Demonstrate the ability to play fast and slow, and vice versa5. Demonstrate the ability to play loud and soft, and vice versa
6.1.6b	Performing	<p>Students will demonstrate an awareness of the context of the music through prepared and improvised performances.</p> <ol style="list-style-type: none">1. Sight-read, accurately and expressively, music with a level of difficulty of 1-1.5, on a scale of .5-62. Learn and perform a solo and/or ensemble for the Music Festival3. Watch my conductor while playing and clearly understand what my conductor is asking me to do while performing4. Understand and demonstrate concert etiquette as a performer and listener by choosing appropriate attire as specified by the director, timeliness and courtesy towards the audience and performers

STANDARD 7: PERCEIVE AND ANALYZE MUSICAL WORKS

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.1.6a	Responding	Students will identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. <ol style="list-style-type: none">1. Understand why the music being studied has been chosen2. Provide an appropriate program order from the music selected
7.2.6a	Responding	Students will develop how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. <ol style="list-style-type: none">1. Develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding2. Know the story behind the composition we are performing3. Be aware of who the composer is and what her/his intention within the composition4. Create my own story line for the piece we are performing. (from the title of the work and the way the music feels)

STANDARD 8: INTERPRET INTENT and MEANING of MUSICAL WORK

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.1.6a	Responding	Students will identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. <ol style="list-style-type: none">1. Perform a given piece of music with technical accuracy and appropriate expression2. Perform a phrase of music as intended by the composer3. Articulate in the style intended by the composer4. Use dynamics in expressing the meaning of the music

STANDARD 9: APPLY CRITERIA TO EVALUATE MUSICAL WORK(S)

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.1.6a	Responding	Students will identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. <ol style="list-style-type: none">1. Explain the influence that experiences and context have on our response to music2. Draw upon my own experiences when deciding on the quality and effectiveness of music3. Evaluate a performance as a performer within the ensemble4. Use a given rubric to judge/critique/evaluate a performance

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES TO MAKE MUSIC.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.1.6a	Connecting	Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <ol style="list-style-type: none">1. Understand and explain how music relates to other subjects

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL and HISTORICAL CONTENT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and Works by AMERICAN INDIANS

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.1.6a	Connection	Students will demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <ol style="list-style-type: none">1. Understand how the arts are connected2. Gain understanding of Native American Culture through musical context

JUNIOR HIGH BAND

(Grades 7 & 8)

Course Overview:

Students will review the basics of music theory, tone production, rhythmic skills, and rehearsal skills. Appropriate band literature will be presented with consideration for performance. Pedagogical materials will be presented in order to improve music skills and Performance situations. Students will be assessed through written work, individual playing tests, live performance, and post-performance evaluation.

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.JHB.a	Creating	Students improvise melodies and rhythmic patterns using a designated key center and meter. <ol style="list-style-type: none">1. Improvise a two measure melody within a designated MAJOR/minor key center.2. Start a melodic phrase within a designated MAJOR/minor key center.3. Complete a melodic phrase within a designated MAJOR/minor key center.4. Perform rhythmic variations on a simple melody.5. Improvise an 8 beat rhythm.

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.JHB.a	Creating	Students record an improvisation using recording technology. <ol style="list-style-type: none">1. Practice and record an improvisation using a designated key center.2. Listen to my improvisation and then record changes to my improvisation.

STANDARD 3: REFINE and COMPLETE MUSICAL WORK.

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. The presentation of creative work is the culmination of a process of creation and communication.

Essential Question: How do musicians improve the quality of their creative work and when is it ready to share?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.JHB.a	Creating	Students evaluate and refine basic compositions and improvisations based on collaboratively developed guidelines. <ol style="list-style-type: none">1. Listen to my recording and describe my creation by referring to the musical elements.2. Identify ways to revise my creation to make it meet personal expectations of sound.3. Use appropriate terminology to give feedback to peers regarding their compositions and improvisations.

STANDARD 4: SELECT, ANALYZE, and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.JHB.a	Performing	Develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding. <ol style="list-style-type: none">1. Know the story behind the composition we are performing.
4.JHB.b	Performing	Students perform a given piece of music with technical accuracy and appropriate expression. <ol style="list-style-type: none">1. Perform a phrase of music observing and using the articulations as intended by the composer.

2. Perform a phrase of music observing and using the dynamics as intended by the composer.

STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK for PRESENTATION.

Express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
5.JHB.a	Performing	Demonstrate proper fundamentals on an instrument. <ol style="list-style-type: none">1. Properly assemble my instrument.2. Show proper care for an instrument.3. Demonstrate the appropriate embouchure.4. Perform with proper playing position.5. Demonstrate musician posture for relevant instrument.6. Demonstrate proper breathing techniques.7. Demonstrate appropriate tone.8. Demonstrate appropriate and varied articulation through a legato approach.9. Tune an instrument.

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION of MUSICAL WORKS.

Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.JHB.a	Performing	Read and notate music within the following specifications (Music Literacy): <ol style="list-style-type: none">1. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.2. Physically demonstrate pulse within music.3. Clearly state how to use a metronome as a practice tool.4. Demonstrate an accurate conducting patten for time signatures listed above.5. Count out loud using a numeric/syllabic counting system.6. Demonstrate an understanding of a variety of meters both simple and compound.7. Know the order of flats and sharps and outline the circle of 5ths.8. Define the transposition for my instrument.9. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.10. Demonstrate the ability to vary my tempo in performance.11. Demonstrate the ability to play contrasting dynamics.
6.JHB.b	Performing	Demonstrate an awareness of the context of the music through prepared performances. <ol style="list-style-type: none">1. Sight-read music, accurately and expressively, with a level of difficulty of 1.5 on a scale of 1 – 6.2. Watch the conductor while playing and clearly understand what the conductor is asking while performing.3. Understand and demonstrate concert etiquette and professionalism as a performer and listener.4. Prepare and perform my part independently within the ensemble.5. Blend my sound with the other members of the ensemble.

6. Perform my part to achieve correct balance within the ensemble.
7. Adjust my pitch to the other members of the ensemble.

STANDARD 7: PERCEIVE and ANALYZE MUSICAL WORKS.

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.JHB.a	Responding	<p>Students will be involved in selecting repertoire for performances and will know why the music was selected.</p> <ol style="list-style-type: none"> 1. Select a series of three or more tunes from a group of tunes we have sight-read/rehearsed to be used at a concert. 2. Explain why the music chosen for a concert has been selected as it relates to a program theme. 3. Suggest an appropriate program order from the music selected.

STANDARD 8: INTERPRET INTENT and MEANING of MUSICAL WORK.

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.JHB.a	Responding	<p>Perform a given piece of music with technical accuracy and appropriate expression.</p> <ol style="list-style-type: none"> 1. Perform a phrase of music observing and using the articulations as intended by the composer. 2. Perform a phrase of music observing and using the dynamics as intended by the composer.

STANDARD 9: APPLY CRITERIA to EVALUATE MUSICAL WORK(S).

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.JHB.a	Responding	Explain the influence that experiences and context have on our response to music. <ol style="list-style-type: none">1. Evaluate a performance as a performer within the ensemble.2. Apply criteria to use in evaluating the quality and effectiveness of a performance.3. Evaluate a live performance using the criteria developed for evaluating quality and effectiveness of a performance.

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES to MAKE MUSIC.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.JHB.a	Connecting	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <ol style="list-style-type: none">1. Relate and respond to a piece of music emotionally based on an experience in your life.2. Relate a piece of music to a historical event.3. Relate a piece of music to an activity of choice.

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL and HISTORICAL CONTEXT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and WORKS by AMERICAN INDIANS.

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.JHB.a	Connecting	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <ol style="list-style-type: none">1. Demonstrate the relationship between music and daily life.2. Explain the relationship between music and other art forms, such as songs in movies, televisions or musical plays.3. Identify musical works that defined historical or social events.

JUNIOR HIGH CHOIR

(Grades 7 & 8)

Course Overview:

Students will receive instruction in creating, performing, responding to and analyzing music with a specific focus on the development of singing skills age appropriate for students in grades 7 & 8. In addition, students will connect these skills to form a lifelong appreciation and understanding of music.

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK.

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.JHC.a	Creating	Students improvise simple melodies based on a given musical style, characteristic, or text. <ol style="list-style-type: none">1. Improvise simple melodic ideas vocally, using instruments, body percussion or with movement.2. Describe characteristics of music from given historical styles.
1.JHC.b	Creating	Students improvise simple rhythmic passages based on characteristics of music or texts studied in rehearsal. <ol style="list-style-type: none">1. Improvise simple rhythmic ideas vocally, using instruments, body percussion, or with movement.

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK.

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.JHC.a	Creating	Students will identify musical ideas with two (2) 8-measure phrases given to them by the instructor. <ol style="list-style-type: none">1. Identify dynamic markings (crescendo, decrescendo, diminuendo, ff, f, mf, mp, p)2. Locate phrase markings (breath marks, slurs, ties).3. Identify text within the 8-measure phrases.
2.JHC.b	Creating	Students will create 8 bar compositions using eighth, quarter, half, and whole and dotted notes/rests in stepwise motion using standard notation beginning and ending on the tonic or “do.” and ending on “mi” or “sol”. <ol style="list-style-type: none">1. Identify and demonstrate eighth, quarter, half, whole, and dotted notes/rests.2. Demonstrate stepwise motions.3. Identify the tonic or “do.”4. Identify “mi” and “sol” as it relates to the tonic or “do”.

STANDARD 3: REFINE and COMPLETE MUSICAL WORK.

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.JHC.a	Creating	Students will create and refine 8-bar compositions through standard notation. <ol style="list-style-type: none">1. Identify and demonstrate standard notation.2. Identify and demonstrate dynamic markings.3. Identify and demonstrate phrase markings.

STANDARD 4: SELECT, ANALYZE, and INTERPRET MUSICAL WORKS for PRESENTATION.

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.JHC.a	Performing	Students rehearse and perform music in unison and two parts. <ol style="list-style-type: none">1. Sing a melody in unison with the choir.2. Sing and hold my part in a two-part canon or partner song.3. Sing and hold my part in two-part harmony.
4.JHC.b	Performing	Students can sightsing a stepwise, eight-measure melody in unison, beginning on “do” and ending on “do/re/mi,” using Curwen hand signs. <ol style="list-style-type: none">1. Sing a major scale, ascending and descending, using solfege and Curwen hand signs.2. Sing a short melody using solfege, where the solfege syllables are notated below each note.3. Sing a short melody using solfege, where the solfege syllables are NOT notated below each note.4. Sightsing a stepwise, eight-measure melody in unison and two parts, beginning and ending on “do.”5. Sightsing a stepwise, eight-measure melody in unison and two parts, beginning on “do” and ending on “do/re/mi.”
4.JHC.c	Performing	Students read quarter, half, whole, eighth, sixteenth, dotted half, dotted quarter notes and rests in 2/4, 3/4, 4/4 or C, 6/8 and cut time. <ol style="list-style-type: none">1. Identify quarter, half, whole, eighth, sixteenth, dotted half and dotted quarter notes.2. Clap rhythmic passages containing the above notes in 2/4 and 4/4 time.3. Explain 2/4, 3/4, 4/4, C, 6/8 and cut time signatures.

4.JHC.d	Performing	<p>Students will define, identify and perform standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p> <ol style="list-style-type: none"> 1. Define and identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. 2. Perform expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
4.JHC.e	Performing	<p>Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used and apply appropriate dynamics, articulation and phrasing to that text.</p> <ol style="list-style-type: none"> 1. Identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats and naturals. 2. Recognize and sing solfeggio with attention drawn to accurate intonation. 3. Read and understand the meaning of the text.

STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK for PRESENTATION.

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
5.JHC.a	Performing	<p>Students will use feedback to refine performances of music.</p> <ol style="list-style-type: none"> 1. Identify aspects of a performance that were successful. 2. Identify aspects of a performance that were a challenge. 3. Describe ways to improve aspects of the performance that were a challenge. 4. Utilize evaluation and feedback to refine performance.

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS.

Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.JHC.a	Performing	Students demonstrate attention to technical accuracy and expressive qualities in a varied repertoire of music representing diverse cultures, styles and genres. <ol style="list-style-type: none">1. Identify expressive qualities in music (dynamics and phrase markings).2. Detect correct and incorrect pitches in a performance.3. Identify syncopated rhythms found in music.4. Describe characteristics of music from different cultures, styles and genres.
6.JHC.b	Performing	Students demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. <ol style="list-style-type: none">1. Identify and describe expressive intent in a piece of music.2. Describe how keywords in the text affect the feeling or mood of the piece.3. Communicate expressive intent to an audience when performing.

STANDARD 7: PERCEIVE and ANALYZE MUSICAL WORKS.

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.JHC.a	Responding	Students will recognize reasons for selecting music based on a variety of characteristics. <ol style="list-style-type: none">1. Recognize and select music that expresses happiness or joy through sound or text.2. Identify and select music that expresses sadness through sound or text.3. Recognize and select music that utilizes tempo to create purpose and context.

7.JHC.b	Responding	<p>Students explain how the way the elements of music are manipulated inform the response to music.</p> <ol style="list-style-type: none"> 1. Describe how the elements of music inform performance decisions. 2. Describe how the phrases and form of music inform performance decisions.
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STANDARD 8: INTERPRET INTENT and MEANING of MUSICAL WORK.

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.JHC.a	Responding	<p>Students will identify structural segments of a piece of music.</p> <ol style="list-style-type: none"> 1. Identify the chorus of a piece of music. 2. Pinpoint the verse of a piece of music. 3. Ascertain the bridge of a piece of music. 4. Identify the "A" section of a piece of music. 5. Identify the "B" section of a piece of music. 6. Identify a partner song. 7. Identify a canon or round.
8.JHC.b	Responding	<p>Perform a given piece of music with technical accuracy and appropriate expression by following the elements of music and contexts.</p> <ol style="list-style-type: none"> 1. Perform a phrase of music observing and using the articulations as intended by the composer. 2. Perform a phrase of music observing and using the dynamics and tempos as intended by the composer.
8.JHC.c	Responding	<p>Students understand the text of a piece, and apply that knowledge to performance.</p> <ol style="list-style-type: none"> 1. Read and interpret the meaning of the text of a piece. 2. Relate phrases in the text to phrases in the music.

STANDARD 9: APPLY CRITERIA to EVALUATE MUSICAL WORK(S).

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.JHC.a	Responding	Students will apply criteria for evaluating the quality and effectiveness of music performances and compositions. <ol style="list-style-type: none">1. Apply criteria to use in evaluating the quality and effectiveness of a performance.2. Identify the differences between two performances of the same piece.3. Evaluate a live performance using the criteria developed for evaluating quality and effectiveness of a performance.4. Evaluate a recorded performance using the criteria developed for evaluating quality and effectiveness of a performance.

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES TO MAKE MUSIC.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.JHC.a	Connecting	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <ol style="list-style-type: none">1. Describe how a favorite song affects you emotionally based on personal interests and experiences.2. Explain how tempo and articulations can change the meaning or intent of a song.3. Relate a piece of music that best fits an activity of choice.

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL and HISTORICAL CONTEXT to DEEPEN UNDERSTANDING, INCLUDING ARTISTIC IDEAS and WORKS by AMERICAN INDIANS.

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.JHC.a	Connecting	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <ol style="list-style-type: none">1. Demonstrate the relationship between music and daily life.2. Explain the relationship between music and other art forms, such as songs in movies, televisions or musical plays.3. Identify musical works that defined historical or social events.

HIGH SCHOOL BAND

(Grades 9 – 12)

Course Overview:

Students will review the basics of music theory, tone production, rhythmic skills, and rehearsal skills. Appropriate band literature will be presented with consideration for performance. Pedagogical materials will be presented in order to improve music skills and knowledge. Marching techniques may also be incorporated with regard to specific performance situations. Students will be assessed through written work, individual playing tests, live performance, and post-performance evaluation.

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.HSB.a	Creating	Students improvise melodies using designated pitches in a given key. Major, minor, pentatonic and whole tone. <ol style="list-style-type: none">1. Improvise a four measure melody within a designated key center and meter.2. Start a melodic phrase within a designated major/minor key center.3. Complete a melodic phrase within a designated major/minor key center.4. Perform rhythmic variations on a simple melody.5. Improvise a two-measure rhythm in a designated meter.
1.HSB.b	Creating	Students compose melodies in a given key. Major, minor. <ol style="list-style-type: none">1. Create and notate melodic fragments in a designated key center.2. Compose a four measure melodic phrase within a designated key center and meter.
1.HSB.c	Creating	Students compose melodic material relating to a specific emotion, feeling, life experience, or geographic location (etc.). <ol style="list-style-type: none">1. Compose a melody that expresses specific emotions(s) or feeling(s).2. Express musical consonance and dissonance in a way that reflects my daily life.

3. Use texture, dynamics, rhythm, and other musical elements to depict a soundscape.
4. Call to mind a specific emotion and create a musical line that represents that emotion. (the musical line sounds how I feel.)

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.HSB.a	Creating	<p>Students record an improvisation using recording technology.</p> <ol style="list-style-type: none"> 1. Practice and record an improvisation using a designated key center. 2. Listen to my improvisation and then record changes to my improvisation.
2.HSB.c	Creating	<p>Students can develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <ol style="list-style-type: none"> 1. Compose a 2 measure melodic fragment phrase based on the style of the piece we are performing. 2. Create a variation on a rhythmic motive from the piece we are studying.

STANDARD 3: REFINE and COMPLETE MUSICAL WORK

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.HSB.a	Creating	<p>Students evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</p> <ol style="list-style-type: none"> 1. Identify ways to revise my creation to make it meet personal expectations of sound. 2. Use appropriate terminology to give feedback to peers regarding their compositions and improvisations.

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| 3.HSB.b | Creating | <p>Students share personally developed melodies, rhythmic passages, and arrangements that demonstrate characteristics of the music studied in rehearsal.</p> <ol style="list-style-type: none"> 3. Record my original composition or improvisation. 4. Identify and communicate how my creation is related to the music studied in rehearsal. |
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STANDARD 4: SELECT, ANALYZE, and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
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| 4.HSB.a | Performing | <p>Develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.</p> <ol style="list-style-type: none"> 1. Know the story behind the composition we are performing. 2. Identify the composer and explain what her/his likely intention was within the composition. 3. Create my own story-line for the piece we are performing. |
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| 4.HSB.b | Performing | <p>Students will describe how a composer used specific compositional devices to create a specific result.</p> <ol style="list-style-type: none"> 1. Describe the form of the piece. 2. Describe the quality of the chords/harmony and how they contribute to the meaning of the music. 3. Identify the multiple layers within the music. |
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STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK FOR PRESENTATION

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
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| 5.HSB.a | Performing | <p>Demonstrate proper fundamentals on an instrument.</p> <ol style="list-style-type: none"> 1. Properly assemble my instrument. 2. Show proper care for an instrument. 3. Demonstrate the appropriate embouchure. 4. Perform with proper playing position (hand). |
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5. Demonstrate musician posture for relevant instrument.
6. Demonstrate proper breathing techniques.
7. Demonstrate appropriate tone.
8. Demonstrate appropriate and varied articulation through a legato approach.
9. Tune an instrument.

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS

Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.HSB.a	Performing	<p>Students will perform an appropriate part in an ensemble demonstrating music literacy.</p> <ol style="list-style-type: none"> 1. Identify all note names and enharmonic equivalents. 2. Identify and perform rhythms up through sixteenth note subdivision. 3. Identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature. 4. Identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight). 5. Perform a variety of articulations including slurred, legato, and staccato.
6.HSB.b	Performing	<p>Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.</p> <ol style="list-style-type: none"> 1. Prepare and perform my part independently within the ensemble. 2. Blend my sound with the other members of the ensemble. 3. Perform my part to achieve correct balance within the ensemble. 4. Adjust my pitch to the other members of the ensemble. 5. Sight-read, accurately and expressively, music with a level of difficulty of 3.5 on a scale of 1-6. 6. Watch my conductor while playing and clearly understand what my conductor is asking me to do while performing. 7. Understand and demonstrate concert etiquette and professionalism as a performer and listener.

STANDARD 7: PERCEIVE AND ANALYZE MUSICAL WORKS

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.HSB.a	Responding	Students will be involved in selecting repertoire for performances and will know why the music was selected. <ol style="list-style-type: none">1. Select a series of three or more tunes from a group of tunes we have sight-read/rehearsed to be used at a concert.2. Understand why the music being studied has been chosen based on band instrumentation and skill levels.3. Explain why the music chosen for a concert has been selected as it relates to a program theme.4. Suggest an appropriate program order from the music selected.

STANDARD 8: INTERPRET INTENT AND MEANING of MUSICAL WORK.

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.HSB.a	Responding	Perform a given piece of music with technical accuracy and appropriate expression. <ol style="list-style-type: none">1. Perform a phrase of music observing and using the articulations as intended by the composer.2. Perform a phrase of music observing and using the dynamics as intended by the composer.3. Provide my own interpretation of an ascending/descending line of music.4. Demonstrate multiple ways of performing a musical phrase.

STANDARD 9: APPLY CRITERIA TO EVALUATE MUSICAL WORK(S).

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.HSB.a	Responding	<p>Evaluate works and performances based on personally- and collaboratively-developed criteria, including analysis of the structure and context.</p> <ol style="list-style-type: none">1. Evaluate a performance as a performer within the ensemble.2. Attend live performances and listen for complex musical elements such as changes in style, tonality, irregular phrases, or familiar and/or unusual melodies.3. Research the context of the music or performance using available resources, such as the library, scholarly journals, and community experts.4. Use the MHSA performance rubric to evaluate a performance.5. Analyze an ensemble as if you were the conductor.6. Analyze a composition as if you were the composer/arranger.

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES TO MAKE MUSIC.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.HSB.a	Connecting	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ol style="list-style-type: none">1. Be open to changing my opinion of a piece of music after I have experienced performing it.2. Perform with appreciation and intent after growing to understand the technical challenges, emotional content, and compositional makeup of a selected piece of music.3. Understand how my knowledge of a composer’s intentions will deepen my experience with a piece of music.4. Rate my experience of learning and enjoying a piece of music from initial reading to completed performance.5. Experience music that emulates music from a variety of cultures, eras, and origins.6. Identify opportunities to perform and hear music in the community and beyond.7. Describe the ways instrumental music is used in various cultures and demographic grouping of the United States and other countries.

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL, and HISTORICAL CONTEXT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and WORKS BY AMERICAN INDIANS.

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.HSB.a	Connecting	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <ol style="list-style-type: none">1. Group music by style, period, and culture, even if I am unfamiliar with that particular style.2. Trace different styles of music to their origins and relate it to contemporary music.3. Create timelines of music styles and find parallels to art, history, or technology.4. State the different roles that musicians perform within a culture.5. Understand the functions of music, roles of musicians, and conditions that music is typically performed in a variety of world cultures.

HIGH SCHOOL CHOIR

(Grades 9 – 12)

Course Overview:

Students are introduced to the fundamentals of vocal production, including an understanding of the student's own voice, basic music literacy and choral performance. Methodology is employed through group rehearsal. Assessments used are individual voice testing, written tests, live performance participation, and post-performance evaluation.

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.HSC.a	Creating	<p>Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of historical periods studied in rehearsal.</p> <ol style="list-style-type: none">1. Describe characteristics of music from given historical styles.2. Compose rhythmic passages in a given historical style.3. Compose melodies in a given historical style.

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.HSC.a	Creating	Select and develop melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. <ol style="list-style-type: none">1. Describe characteristics of music from a variety of historical periods studied in rehearsal.2. Draft melodies.3. Draft arrangements.4. Select and draft melodies, rhythmic passages, and arrangements that demonstrate understanding of characteristics of music from a variety of historical periods studied in rehearsals.
2.HSC.b	Creating	Preserve draft compositions and improvisations through standard notation and audio recording. <ol style="list-style-type: none">1. Preserve draft compositions and improvisations through audio recording.2. Preserve draft compositions and improvisations through standard notation.

STANDARD 3: REFINE and COMPLETE MUSICAL WORK

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.HSC.a	Creating	<p>Students evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</p> <ol style="list-style-type: none">1. Describe criteria used to evaluate melodies, rhythmic passages, arrangements, and improvisations.2. Use established criteria and prior evaluations to evaluate and refine melodies, rhythmic passages, arrangements, and improvisations.
3.HSC.b	Creating	<p>Students share personally developed melodies, rhythmic passages, and arrangements that demonstrate characteristics of the music studied in rehearsal.</p> <ol style="list-style-type: none">1. Develop melodies, rhythmic passages and arrangements individually or with a partner.2. Share personally-developed melodies, rhythmic passages and arrangements.3. Develop melodies, rhythmic passages, and arrangements with an ensemble.4. Share the melodies, rhythmic passages and arrangements created by the ensemble.

STANDARD 4: SELECT, ANALYZE, and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.HSC.a	Performing	Students will rehearse and perform music in unison, two, and three parts. <ol style="list-style-type: none">1. Sing a melody in unison with the choir.2. Sing and hold my part in a canon or partner song.3. Sing and hold my part in two-part harmony.4. Sing and hold my part in three-part harmony.
4.HSC.b	Performing	Students can sight sing a 16-measure sightreading example in two parts, in the key of C, F or G, using solfege and Curwen hand signs. <ol style="list-style-type: none">1. Sing a major scale, ascending and descending, using solfege and Curwen hand signs.2. Sing a short melody using solfege, where the solfege syllables are notated below each note.3. Sing a short melody using solfege, where the solfege syllables are NOT notated below each note.4. Sightsing a stepwise melody in unison.5. Sightsing a melody including steps and large intervals in unison.6. Sightsing my part in a two-part choral sightsinging example.
4.HSC.c	Performing	Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used. <ol style="list-style-type: none">1. Identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats and naturals.2. Recognize, learn and sing solfeggio with attention drawn to accurate intonation.

3. Identify and demonstrate use of musical terminology in the areas of tempo, dynamics, style, and structure.

4.HSC.e

Performing

Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

1. Identify expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
2. Accurately perform expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
3. Read and understand the meaning of the text.
4. Identify stressed words and syllables within the text, and apply that word stress to my phrasing.
5. Identify the compositional choices connecting words and music within the piece.

STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK FOR PRESENTATION

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS

STRAND

GOALS and PERFORMANCE OBJECTIVES

5.HSC.a

Performing

Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

1. Identify expressive challenges in a varied repertoire of music.
2. Develop strategies to address expressive challenges in a varied repertoire of music.
3. Evaluate the success of my strategies to address expressive challenges in a varied repertoire of music using feedback from ensemble peers and other sources.
4. Use evaluation and feedback to refine my performances.

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS

Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.HSC.a	Performing	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. <ol style="list-style-type: none">1. Identify and describe characteristics of music representing diverse cultures, styles and genres.2. Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles and genres.3. Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
6.HSC.b	Performing	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. <ol style="list-style-type: none">1. Identify and describe expressive intent in a piece of music.2. Demonstrate expressive intent in a piece when performing.3. Communicate expressive intent to an audience through my performance.

STANDARD 7: PERCEIVE AND ANALYZE MUSICAL WORKS

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.HSC.a	Responding	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. <ol style="list-style-type: none">1. Describe my personal interests in a piece.2. Describe the purpose of studying/performing a piece of music.
7.HSC.b	Responding	Explain how the analysis of passages, and understanding the way the elements of music are manipulated, inform the response to music. <ol style="list-style-type: none">1. Describe and identify the elements of music in a piece.2. Describe how the elements of music inform performance decisions.3. Analyze phrases, form, and passages of music.4. Describe how the phrases, form, and passages of music inform performance decisions.

STANDARD 8: INTERPRET INTENT AND MEANING of MUSICAL WORK

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.HSC.a	Responding	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research. <ol style="list-style-type: none">1. Identify and describe expressive elements such as dynamics, articulations and tempos.2. Apply my knowledge of dynamics, articulations and tempos when performing.
8.HSC.b	Responding	Students identify characteristics of the piece's historical period/style/culture and apply those characteristics when performing. <ol style="list-style-type: none">1. Identify characteristics of the piece's historical period/style/culture.2. Apply my knowledge of the characteristics of the piece's historical period/style/culture when performing.
8.HSC.c	Responding	Students understand the text of a piece, and apply that knowledge to performance. <ol style="list-style-type: none">1. Read and interpret the meaning of the text of a piece.2. Relate phrases in the text to phrases in the music.3. Apply appropriate syllabic stress when singing.

STANDARD 9: APPLY CRITERIA TO EVALUATE MUSICAL WORK(S)

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.HSC.a	Responding	<p>Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.</p> <ol style="list-style-type: none">1. Compare and apply criteria to use in evaluating the quality and effectiveness of my own performance and that of others.2. Apply criteria to use in evaluating the quality and effectiveness of compositions, arrangements, and improvisations.
9.HSC.b	Responding	<p>Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p> <ol style="list-style-type: none">1. Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES TO MAKE MUSIC

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.HSC.a	Connecting	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ol style="list-style-type: none">1. Perform with appreciation and intent after growing to understand the technical challenges, emotional content, and compositional makeup of a selected piece of music.2. Understand how my knowledge of a composer's intentions will deepen my experience with a piece of music.3. Rate my experience of learning and enjoying a piece of music from initial reading to completed performance.4. Experience music that emulates music from a variety of cultures, eras, and origins.5. Identify opportunities to perform and hear music in the community and beyond.

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL, and HISTORICAL CONTEXT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and WORKS BY AMERICAN INDIANS

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.HSC.a	Connecting	<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <ol style="list-style-type: none">1. Group music by style, period, and culture, even if I am unfamiliar with that particular style.2. Trace different styles of music to their origins and relate it to contemporary music.3. Create timelines of music styles and find parallels to art, history, or technology.4. State the different roles that musicians perform within a culture.5. Understand the functions of music, roles of musicians, and context that music is typically performed in a variety of world cultures.

BEGINNING MODERN BAND

(Grades 11 – 12)

Course Overview:

Beginning Modern Band is designed to help students learn the fundamentals of being in a contemporary musical ensemble and provides a solid foundation for musical growth. This course is based on National and Montana art standards.

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.HSMB.a	Creating	<p>Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major key, or create new musical ideas using technology and effects.</p> <ol style="list-style-type: none">1. Communicate a musical idea using call and response on my instrument.2. Complete a melodic phrase within a given key.3. Improvise a 4-beat rhythm.4. Use effects to change the sound of one or more instruments.
1.HSMB.b	Creating	<p>Students compose melodic material relating to a specific emotion, feeling, life experience, or geographic location (etc.).</p> <ol style="list-style-type: none">1. Compose a melody that expresses specific emotions(s) or feeling(s).2. Call to mind a specific emotion and create a musical line that represents that emotion. (the musical line sounds how I feel.)

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.HSMB.a	Creating	Students record an improvisation using recording technology. <ol style="list-style-type: none">1. Practice and record an improvisation using a designated key center.2. Listen to my improvisation and then record changes to my improvisation.
2.HSMB.b	Creating	Students can develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. <ol style="list-style-type: none">1. Compose a 2 measure melodic fragment phrase based on the style of the piece we are performing.2. Create a variation on a rhythmic motive from the piece we are studying.

STANDARD 3: REFINE and COMPLETE MUSICAL WORK

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.HSMB.a	Creating	Students critique, improve and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria. <ol style="list-style-type: none">1. Evaluate my notated or recorded melody and identify areas for improvement.2. Apply improvements to my melody or rhythmic passage and record again.3. Evaluate peer melodies using established criteria.4. Refine a mix after evaluation of the sound and adjust accordingly.

STANDARD 4: SELECT, ANALYZE, and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.HSMB.a	Performing	Develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding. <ol style="list-style-type: none">1. Know the story behind the composition we are performing.2. Identify the composer and explain what her/his likely intention was within the composition.3. Create my own story-line for the piece we are performing.
4.HSMB.b	Performing	Students will analyze the structure and context of varied musical works and their implications for performance. <ol style="list-style-type: none">1. Describe the form of the piece.2. Describe the quality of the chords/harmony and how they contribute to the meaning of the music.

STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK FOR PRESENTATION

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
5.HSMB.a	Performing	Students will demonstrate proper fundamentals on their instrument. <ol style="list-style-type: none">1. Properly assemble my instrument.2. Show proper care for an instrument.3. Perform with proper playing position (hand).4. Demonstrate musician posture for relevant instrument5. Tune an instrument.
5.HSMB.b	Performing	Students will demonstrate proper setup, startup, use and tear down of a public address (PA) system. <ol style="list-style-type: none">1. Properly setup mixer and speakers in appropriate order.2. Adjust the mic level by adjusting signal level and gain.3. Explain how to setup and startup a system to prevent feedback.4. Describe the order a PA system should be powered off and torn down.5. Demonstrate proper storage of PA equipment.
5.HSMB.c	Performing	Students will read and notate music. <ol style="list-style-type: none">1. Demonstrate pulse within music while performing.2. State how to use a metronome as a practice tool.3. Count out loud using a numeric/syllabic counting system.
5.HSMB.d	Performing	Students will perform a given piece of music with technical accuracy and expression. <ol style="list-style-type: none">1. Demonstrate correct fingering patterns for my instrument.2. Demonstrate accurate chords for each musical piece.3. Identify and demonstrate varied dynamics.4. Recite and play the major scale intervals.5. Play one chord in at least two different keys.

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS

Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.HSMB.a	Performing	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. <ol style="list-style-type: none">1. Prepare and perform my part independently within the ensemble.2. Blend my sound with the other members of the ensemble.3. Perform my part to achieve correct balance within the ensemble.4. Perform my part with musical expression.
6.HSMB.b	Performing	Students will demonstrate proper use of a mixer to balance the musicians in the band, and enhance their sound. <ol style="list-style-type: none">1. Adjust the sound level using the main volume and channel faders.2. Adjust the treble, mid, and bass frequencies for sound quality.3. Demonstrate how gain boost the audio for certain musicians.4. Explain how the pan knobs control the balance of the speakers.

STANDARD 7: PERCEIVE AND ANALYZE MUSICAL WORKS

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.HSMB.a	Responding	Students will be involved in selecting repertoire for performances and will know why the music was selected. <ol style="list-style-type: none">1. Select a series of three or more tunes from a group of tunes we have sight-read/rehearsed to be used at a concert or performance.2. Understand why the music being studied has been chosen based on band instrumentation and skill levels.3. Explain why the music chosen for a performance has been selected as it relates to a program theme.

4. Suggest an appropriate program order from the music selected and explain why.

STANDARD 8: INTERPRET INTENT AND MEANING of MUSICAL WORK.

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.HSMB.a	Responding	Perform a given piece of music with technical accuracy and appropriate expression. <ol style="list-style-type: none">1. Provide my own interpretation of an ascending/descending line of music.2. Demonstrate multiple ways of performing a musical phrase.

STANDARD 9: APPLY CRITERIA TO EVALUATE MUSICAL WORK(S).

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.HSMB.a	Responding	Identify and describe how interest, experience, and context (personal or social) effect the evaluation of music. <ol style="list-style-type: none">1. Evaluate a performance as a performer within the ensemble.2. Explain how interest, experience and context affect the evaluation of a piece of music.3. Explain how the artistic and musical skills of a performance affect the interpretation of the quality of a piece of music.4. Explore the difference in mixes between genres.5. Describe how preference can color a mix in a musical piece.

STANDARD 10: SYNTHESIZE and RELATE KNOWLEDGE and PERSONAL EXPERIENCES TO MAKE MUSIC.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.HSMB.a	Connecting	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ol style="list-style-type: none">1. Be open to changing my opinion of a piece of music after I have experienced performing it.2. Perform with appreciation and intent after growing to understand the technical challenges, emotional content, and compositional makeup of a selected piece of music.3. Rate my experience of learning and enjoying a piece of music from initial reading to completed performance.4. Experience music that emulates music from a variety of cultures, eras, and origins.5. Identify opportunities to perform and hear music in the community and beyond.

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL, and HISTORICAL CONTEXT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and WORK

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.HSMB.a	Connecting	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ol style="list-style-type: none">1. Describe why I have chosen a particular piece of music based on my interest, knowledge and skills.2. Trace different styles of music to their origins and relate it to contemporary music.3. Describe how my interests in music and other activities color my decisions on a mix, and roles within a band.4. State the different roles that musicians perform within a culture.

INTERMEDIATE MODERN BAND

(Grades 11 – 12)

Course Overview:

Intermediate Modern Band is an extension of beginning modern band where students expand the fundamentals of being in a contemporary musical ensemble. They continue their skill development for musical growth while harmonizing with like instruments. This course is based on National and Montana art standards.

STANDARD 1: GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.HSMB.a2	Creating	<p>Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major key, or create new musical ideas using technology and effects.</p> <ol style="list-style-type: none">1. Communicate a musical idea using call and response on my instrument.2. Complete a melodic phrase within a given key.3. Improvise a 4-beat rhythm.4. Use effects to change the sound of one or more instruments.5. Perform rhythmic variations on a simple melody.
1.HSMB.b2	Creating	<p>Students compose melodic material relating to a specific emotion, feeling, life experience, or geographic location (etc.).</p> <ol style="list-style-type: none">1. Compose a melody that expresses specific emotions(s) or feeling(s).2. Call to mind a specific emotion and create a musical line that represents that emotion. (the musical line sounds how I feel.)

STANDARD 2: ORGANIZE and DEVELOP MUSICAL IDEAS and WORK

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
2.HSMB.a2	Creating	Students record an improvisation using recording technology. <ol style="list-style-type: none">1. Practice and record an improvisation using a designated key center.2. Listen to my improvisation and then record changes to my improvisation.
2.HSMB.b2	Creating	Students can develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. <ol style="list-style-type: none">1. Compose a 2 measure melodic fragment phrase based on the style of the piece we are performing.2. Create a variation on a rhythmic motive from the piece we are studying.3. Create an original melody, using the first five notes.4. Name the lines and spaces of notes in my clef including ledger lines above and below.

STANDARD 3: REFINE and COMPLETE MUSICAL WORK

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
3.HSMB.a2	Creating	Students critique, improve and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria. <ol style="list-style-type: none">1. Evaluate my notated or recorded melody and identify areas for improvement.2. Apply improvements to my melody or rhythmic passage and record again.3. Evaluate peer melodies using established criteria.4. Refine a mix after evaluation of the sound and adjust accordingly.
3.HSMB.b2	Creating	Share final versions of simple two-phrase melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. <ol style="list-style-type: none">1. Perform my work for evaluation of performance readiness.

STANDARD 4: SELECT, ANALYZE, and INTERPRET MUSICAL WORKS for PRESENTATION

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.HSMB.a2	Performing	Develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding and expressive intent. <ol style="list-style-type: none">1. Know the story behind the composition we are performing.2. Identify the composer and explain what her/his likely intention was within the composition.3. Create my own story-line for the piece we are performing.4. Demonstrate the intended mood or style of a piece of music using my own interpretive skills.5. Perform music that reflects the mood or style that the composer intended.
4.HSMB.b2	Performing	Students will analyze the structure and context of varied musical works and their implications for performance. <ol style="list-style-type: none">1. Describe the form of the piece.2. Describe the quality of the chords/harmony and how they contribute to the meaning of the music.

STANDARD 5: DEVELOP and REFINE MUSICAL TECHNIQUES and WORK FOR PRESENTATION

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
5.HSMB.a2	Performing	Students will demonstrate proper fundamentals on their instrument. <ol style="list-style-type: none">1. Properly assemble my instrument.2. Show proper care for an instrument.3. Perform with proper playing position (hand).4. Demonstrate musician posture for relevant instrument5. Tune an instrument.
5.HSMB.b2	Performing	Students will demonstrate proper setup, startup, use and tear down of a public address (PA) system. <ol style="list-style-type: none">1. Properly setup mixer and speakers in appropriate order.2. Adjust the mic level by adjusting signal level and gain.3. Explain how to setup and startup a system to prevent feedback.4. Describe the order a PA system should be powered off and torn down.5. Demonstrate proper storage of PA equipment.
5.HSMB.c2	Performing	Students will read and notate music. <ol style="list-style-type: none">1. Demonstrate pulse within music while performing.2. State how to use a metronome as a practice tool.3. Count out loud using a numeric/syllabic counting system.4. Sight read simple melodies in treble clef.5. Name the lines and spaces of a music staff including ledger lines above and below.
5.HSMB.d2	Performing	Students will perform a given piece of music with technical accuracy and expression. <ol style="list-style-type: none">1. Demonstrate correct fingering patterns for my instrument.2. Demonstrate accurate chords for each musical piece.3. Identify and demonstrate varied dynamics.4. Recite and play the major scale intervals.5. Play one chord in at least two different keys.

STANDARD 6: CONVEY MEANING THROUGH the PRESENTATION OF MUSICAL WORKS

Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
6.HSMB.a2	Performing	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. <ol style="list-style-type: none">1. Prepare and perform my part independently within the ensemble.2. Blend my sound with the other members of the ensemble.3. Perform my part to achieve correct balance within the ensemble.4. Perform my part with musical expression.
6.HSMB.b2	Performing	Students will demonstrate proper use of a mixer to balance the musicians in the band, and enhance their sound. <ol style="list-style-type: none">1. Adjust the sound level using the main volume and channel faders.2. Adjust the treble, mid, and bass frequencies for sound quality.3. Demonstrate how gain boost the audio for certain musicians.4. Explain how the pan knobs control the balance of the speakers.

STANDARD 7: PERCEIVE AND ANALYZE MUSICAL WORKS

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.HSMB.a2	Responding	<p>Students will be involved in selecting repertoire for performances and will know why the music was selected.</p> <ol style="list-style-type: none">1. Select a series of three or more tunes from a group of tunes we have sight-read/rehearsed to be used at a concert or performance.2. Understand why the music being studied has been chosen based on band instrumentation and skill levels.3. Explain why the music chosen for a performance has been selected as it relates to a program theme.4. Suggest an appropriate program order from the music selected and explain why.5. Relate the music I'm performing to a specific purpose.6. Relate the music I'm performing to a personal experience that relates to the piece or emotional content of the music.
7.HSMB.b2	Responding	<p>Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.</p> <ol style="list-style-type: none">1. Relate elements such as repetition, meter and instrumentation in the music and contrasting aspects of the music provide a particular social or cultural context.2. Describe how the musical techniques used in the music create a particular response.

STANDARD 8: INTERPRET INTENT AND MEANING of MUSICAL WORK.

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
8.HSMB.a2	Responding	Perform a given piece of music with technical accuracy and appropriate expression. <ol style="list-style-type: none">1. Provide my own interpretation of an ascending/descending line of music.2. Demonstrate multiple ways of performing a musical phrase.
8.HSMB.b2	Responding	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text. <ol style="list-style-type: none">1. Use musical elements in the music when explaining the composer's intent.2. Describe how the context and/or setting of the music help discern the composer's expressive intent.

STANDARD 9: APPLY CRITERIA TO EVALUATE MUSICAL WORK(S).

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
9.HSMB.a2	Responding	Identify and describe how interest, experience, and context (personal or social) effect the evaluation of music. <ol style="list-style-type: none">1. Evaluate a performance as a performer within the ensemble.2. Explain how interest, experience and context affect the evaluation of a piece of music.3. Explain how the artistic and musical skills of a performance affect the interpretation of the quality of a piece of music.4. Explore the difference in mixes between genres.5. Describe how preference can color a mix in a musical piece.

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Essential Question: How do musicians make meaningful connections to creating, performing and responding?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
10.HSMB.a2	Connecting	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ol style="list-style-type: none">1. Be open to changing my opinion of a piece of music after I have experienced performing it.2. Perform with appreciation and intent after growing to understand the technical challenges, emotional content, and compositional makeup of a selected piece of music.3. Rate my experience of learning and enjoying a piece of music from initial reading to completed performance.4. Experience music that emulates music from a variety of cultures, eras, and origins.5. Identify opportunities to perform and hear music in the community and beyond.6. Explain how my knowledge about the context of a piece of music affects my performance of that piece.7. Show that my skill level affects my ability to select and perform music of appropriate quality.

STANDARD 11: RELATE MUSICAL IDEAS and WORKS with SOCIETAL, CULTURAL, and HISTORICAL CONTEXT to DEEPEN UNDERSTANDING, INCLUDING MUSICAL IDEAS and WORKS BY AMERICAN INDIANS.

Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
11.HSMB.a2	Connecting	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <ol style="list-style-type: none">1. Describe why I have chosen a particular piece of music based on my interest, knowledge and skills.2. Trace different styles of music to their origins and relate it to contemporary music.3. Describe how my interests in music and other activities color my decisions on a mix, and roles within a band.4. State the different roles that musicians perform within a culture.