Middle School
Music Curriculum

Approved by the Board of Education
May 11, 2004
Music Curriculum Grade 6

Standard 1- Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.

Key Idea- Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Unit 1- Rhythm

PI- TLW compose simple pieces that reflect rhythmic elements.

MU- TLW compose simple rhythmic compositions in 3/4 or 4/4 using at least 3 different rhythms.

MU- TLW demonstrate understanding of time signatures and appropriate rhythms by composing simple rhythmic or sound compositions.

PI- TLW, in performing ensembles, read easy/moderately easy music (NYSSMA level I-III).

MU- TLW sight read rhythmic patterns consisting of quarter note, eighth notes, sixteenth notes, triplets, and quarter rests.

Unit 2- Melody

PI- TLW compose simple pieces that reflect a knowledge of melodic elements in Major or minor tonality.

MU- TLW compose a simple melody.

MU- TLW create a simple melody over a melodic or rhythmic ostinato.

MU- TLW compose a melody for an age-appropriate poem, using standard notation.
PI- TLW sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with good tone and pitch.

MU- TLW perform an unfamiliar melody from notation.

MU- TLW perform a round or canon, using accurate notes, rhythms, articulation and dynamics.

PI- TLW improvise short musical compositions that exhibit cohesiveness and musical expression.

MU- TLW improvise a four-measure melody.

MU- TLW generate his/her own phrases, following the teacher’s demonstration of short melodic patterns.

PI- TLW, in performing ensembles, read easy/moderately easy music (NYSSMA level I-III).

MU- TLW learn a new piece of choral music by sight-reading with solfege syllables.

MU- TLW read appropriate warm-up chorales for band.

Unit 3- Harmony

PI- TLW compose simple pieces that reflect a knowledge of harmonic elements.

MU- TLW compose a simple harmonic ostinato accompanying selected folk song melodies.

PI- TLW sing and/or play in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation.

MU- TLW perform a round or canon, using accurate notes and rhythms.

MU- TLW sing or play an ostinato accompaniment.
Unit 4- Expressive Qualities

PI- TLW sing songs and play instruments expressively, performing with appropriate tempo, dynamics, and articulation.

MU- TLW perform familiar songs utilizing dynamic concepts such as *p, f, mp, mf, pp, ff,* and *subito.*

MU- TLW perform familiar songs utilizing tempo concepts such as *lento, largo, andante, allegro,* and *vivace.*

MU- TLW perform familiar songs utilizing articulation concepts such as *staccato* and *simile.*

PI- TLW improvise short musical compositions that exhibit cohesiveness and musical expression.

MU- TLW improvise a four-measure melody.

PI- TLW, in performing ensembles, read easy/moderately easy music (NYSSMA level I-III) and respond appropriately to the gestures of the conductor.

MU- TLW respond to conductor’s gestures, indicating tempo, dynamics, and style.

PI- TLW identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing music of their own and others.

MU- TLW learn conducting patterns including 2/4, 3/4, 4/4, 6/8 and lead an ensemble in a short piece.

MU- TLW conduct a professionally recorded piece, demonstrating appropriate expressive gestures.
Unit 5- Cultural Awareness
PI- TLW identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and composing music of their own and others, and discuss ways to improve them.

MU- TLW experience different roles in a small ensemble.

MU- TLW create a chart that identifies the many roles and functions of the individuals involved in the presentation of a concert. Chart may include: composer, performer, conductor, publisher, music librarian, soloist, stage manager, personnel manager, concertmaster, principal chairs, public relations personnel, sound engineer, recording engineer, general manager, administrators, music critic, instrument repair person, piano tuner, etc.
Standard 2- Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Key Idea- Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities’ music institutions, including those imbedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

Unit 1- Rhythm

PI- TLW use traditional or nontraditional sound sources, including electronic ones, in composing and performing simple rhythmic pieces.

MU- TLW explore and use sound sources to create or play percussion pieces.

PI- TLW use current technology to create, produce and record/playback music.

MU- TLW create and record rhythmic accompaniments for simple folk melodies.

Unit 2- Melody

PI- TLW use traditional or non-traditional sound sources, including electronic ones, in composing and performing simple melodic pieces.

MU- TLW sing a round, using barred instrumental accompaniment.

MU- TLW select a descriptive story or poem. Action words are identified and replaced with musical sounds (traditional and/or non-traditional). Students create their own improvised sound for the word(s). The story is re-read with the musical expression played after each word. The story is re-read again with the musical expression played in place of the selected word(s).

PI- TLW use current technology to create, produce, and record/playback music.

MU- TLW use computer and/or synthesizer to create a 12 bar blues composition.
MU- TLW improvise a blues melody over a pre-recorded track.

Unit 3- Harmony

PI- TLW use traditional and non-traditional sound sources, including electronic ones, while composing and performing simple pieces.

MU- TLW explore harmonic components of barred instruments.

PI- TLW use current technology to create, produce, and record/playback music.

MU- TLW use computer and/or synthesizer to create chordal accompaniments to a variety of melodies.

MU- TLW use a CD accompaniment with the lesson book. They use pre-recorded or sequenced accompaniments for solo or ensemble practice.

Unit 4- Expressive Qualities

PI- TLW use classroom and non-traditional instruments in performing and creating music.

MU- TLW explore the timbres of traditional and/or non-traditional instruments to accompany songs.

MU- TLW create an accompaniment to a familiar song, using homemade instruments, varying dynamics and tempos.

PI- TLW use current technology to manipulate sound.

MU- TLW use a keyboard (synthesizer) to manipulate timbres of a composition.

MU- TLW record a piece while sight-reading, then record the same after a week of practicing with expressive qualities, and compare.
Unit 5- Cultural Awareness

PI- TLW use current technology to manipulate sound.

MU- TLW discuss how music technology has developed.

PI- TLW use school and community resources to develop information on music and musicians.

MU- TLW learn from, interact and perform with, other musicians in the school community.

MU- TLW learn from, interact and perform with other musicians in the school and community by attending their performances.

MU- TLW videotape a local artist to introduce and understand new literature and performance style.

PI- TLW demonstrate appropriate listening and other participatory responses to music of a variety of genres and cultures.

MU- TLW respond appropriately to various music styles, genres, or world cultures.

MU- TLW learn the dance steps and drumming patterns to music of different cultures.

PI- TLW identify a community-based musical interest or role and explain the skills, knowledge, and resources necessary to pursue the interest or adopt the role.

MU- TLW explore music-related careers in their community.

MU- TLW use the Internet to access information on music-related careers.

MU- TLW develop an awareness of music in everyday life by keeping a journal of all music heard over a specified period of time.

MU- TLW discuss the use of music in the media.
PI- TLW investigate some career options related to their musical interests.

MU- TLW explore music-related careers. Teachers modify activity depending on resources available (e.g., one computer vs. computer lab, etc.).
Standard 3- Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Key Idea- Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Unit 1- Rhythm

PI- TLW, through listening, analyze and evaluate their own and others’ performances of rhythmic compositions by identifying and comparing them.

MU- TLW listen to and evaluate performances of professional ensembles as well as their own performances.

MU- TLW use appropriate music terminology (beat, meter, tempo, note values) to evaluate performance.

PI- TLW use appropriate terms to reflect a working knowledge of rhythmic elements.

MU- TLW listen to a recording of their own ensemble performance and evaluate, using musical terms.

MU- TLW demonstrate an understanding of music terminology by using it in classroom discussion and/or writing.

Unit 2- Melody

PI- TLW use appropriate terms to reflect a working knowledge of melodic elements.

MU- TLW listen to a recording of their own ensemble performance and evaluate, using musical terms.

MU- TLW demonstrate an understanding of music terminology by using it in classroom discussion and/or writing.
PI- TLW use basic scientific concepts to explain how music-related sound is produced, transmitted through air, and perceived.

MU- TLW develop an understanding of sound production as it pertains to instruments and voices.

MU- TLW create simple instruments to explore sound production and projection.

Unit 3- Harmony
PI- TLW use appropriate terms to reflect a working knowledge of harmonic elements.
MU- TLW listen to a recording of their own ensemble performance and the performances of others.
MU- TLW demonstrate an understanding of music terminology by using it in classroom discussion and/or writing.

Unit 4- Expressive Qualities
PI- TLW, through listening, analyze and evaluate their own and others’ performances, improvisations, and compositions by identifying and comparing them with similar works and events.
MU- TLW listen and evaluate performances of professional ensembles as well as their own performances.
MU- TLW discuss musical elements such as balance, blend, intonation, articulation, and dynamics.

PI- TLW describe the music in terms related to expressive qualities such as dynamics, timbre, and tempo.
MU- TLW describe how one musical element can be dominant over others in a selection.
MU- TLW use musical terms to describe expressive qualities.
PI- TLW demonstrate a basic awareness of the technical skills musicians must develop to produce an aesthetically acceptable performance.

MU- TLW use proper posture to enhance performance and to improve tone, intonation, and performance technique.

Unit 5- Cultural Awareness

PI- TLW use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events).

MU- TLW analyze the importance and use of music in their lives and the lives of others.

MU- TLW discuss the use of music in ceremonies (Bar/Bat Mitzvah, wedding, etc.), media, and public places.

PI- TLW use terminology from music and other arts to analyze and compare the structures of musical and other artistic and literary works.

MU- TLW analyze and compare various forms in music and related arts.

MU- TLW listen to and examine a musical piece. Given two or three works of art, students explain which work they believe most appropriately “matches” the musical example.
Standard 4- Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Key Idea- Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Unit 1- Rhythm

PI- TLW perform (with movement where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world.

MU- TLW explore different cultures through singing, dancing and playing instruments.

MU- TLW learn percussion parts on any available percussion instrument.

MU- TLW learn dance movements if applicable.

MU- TLW imitate rhythmic and/or melodic elements of various styles.

Unit 2- Melody

PI- TLW perform (with movement where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world.

MU- TLW explore different cultures through singing, dancing, and playing instruments.

MU- TLW imitate melodic elements of various styles and world cultures.

Unit 3- Harmony

Unit 4- Expressive Qualities
Unit 5 - Cultural Awareness

PI- TLW identify form a performance or recording the titles and composers of well-known examples of classical concert music and blues/jazz selections.

MU- TLW recognize and respond to various types and styles of music.

MU- TLW recognize the elements of a particular genre of style.

MU- TLW study various composers or artists and their famous works.

PI- TLW discuss the current and past cultural, social, and political uses for the music they listen to and perform.

MU- TLW explore the many uses of music in society and culture today and in the past.

PI- TLW, in performing ensembles, read and perform repertoire in a culturally authentic manner.

MU- TLW identify the techniques used in different styles and cultures and apply them to their music.

MU- TLW listen, sing, or play a varied repertoire of music from world cultures.

MU- TLW identify cultural music by the special techniques or style used and demonstrated on an instrument or voice.
Music Curriculum Grades 7-8

Standard 1- Creating, Performing, and Participating in the Arts
  Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.

  Key Idea- Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Unit 1- Rhythm

PI- TLW be able to compose, perform, and evaluate pieces of moderate difficulty that reflect a knowledge of melodic, rhythmic, harmonic, timbral, and dynamic elements.

MU- TLW be able to compose, perform and evaluate rhythmic compositions of moderate difficulty in 2/4, 3/4, 4/4, 6/8, cut time, and 5/4.

MU- TLW be able to echo and improvise one-measure responses to a rhythm pattern using selected percussion instruments and scat syllables.

MU- TLW be able to improvise a one-measure response to a rhythm pattern simultaneously and individually.

MU- TLW be able to compose, perform, and evaluate rhythmic compositions of moderate difficulty using at least 4 of the following rhythms: Whole, half, quarter, eighth, sixteenth, triplet, dotted half, dotted quarter-eighth, dotted quarter-eighth, dotted eighth-sixteenth notes and their corresponding rest values, as well as basic syncopation.

PI- TLW be able to, in performing ensembles, continue to progress in ability to read and perform music of moderate difficulty (NYSSMA level 3 to 4) and respond appropriately to the gestures of the conductor.

MU- TLW be able to learn a new piece of music with time signatures of varying difficulty.

MU- TLW be able to sight read rhythmic patterns consisting of: whole, half, quarter, eighth, sixteenth, triplet, dotted half, dotted quarter-eighth notes, and their corresponding rest values, as well as basic syncopated rhythms.
MU- TLW be able to perform a piece, responding to expressive gestures, including dynamics, articulation and style.

Unit 2- Melody

PI- TLW be able to compose simple pieces that reflect a knowledge of melodic, rhythmic, harmonic, timbral, and dynamic elements following specified guidelines (e.g., ABA form, tonic at end, at least four types of rhythms).

MU- TLW be able to compose a melody of at least four measures in length.

MU- TLW be able to create a melody of at least four measures in length over a melodic or rhythmic ostinato.

MU- TLW be able to compose a melodic theme to go with the natural spoken rhythm of a chosen text.

MU- TLW be able to compose accompanying patterns that complement the natural spoken rhythm of a chosen text.

MU- TLW be able to complete a melody partially composed by the teacher.

MU- TLW be able to compose an exercise that could be used for a warm-up/sight-reading on the basis of major/ minor scales, rhythm patterns and time signatures.

MU- TLW be able to compose a 12-bar melody based on the blues scale.

PI- TLW be able to sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with good tone, pitch, tempo and dynamics.

MU- TLW be able to perform both familiar and unfamiliar melodies from notation.

MU- TLW be able to perform both familiar and unfamiliar rounds or melodies, using good tone, accurate notes, rhythms, tempo, articulation and dynamics.
PI- TLW be able to improvise musical compositions that exhibit cohesiveness and musical expression.

MU- TLW be able to improvise a short melody using two or more different pitches.

MU- TLW be able to improvise a one or two measure response that answers a teacher’s call.

PI- TLW be able to, in performing ensembles, continue to progress in ability to read and perform music of moderate difficulty (NYSSMA level 3 to 4) and respond appropriately to the gestures of the conductor.

MU- TLW be able to learn a new piece of music with key signatures of varying difficulty.

MU- TLW be able to sight-read melodic patterns consisting of steps, skips and leaps in key signatures of varying difficulty.

Unit 3- Harmony

PI- TLW be able to compose pieces that reflect a knowledge of melodic, rhythmic, harmonic, timbral and dynamic elements.

MU- TLW be able to compose an accompaniment for a 12-bar melody based on the blues scale.

MU- TLW be able to compose accompanying patterns that complement the natural spoken rhythm of a chosen text.

MU- TLW be able to compose a harmonic ostinato (that can be either sung or played) to accompany a selected melody.
PI- TLW be able to sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, tempo and dynamics.

MU- TLW be able to perform an unfamiliar round or melody, using good tone, accurate notes, rhythms, tempo, articulation and dynamics.

MU- TLW be able to sing or play an ostinato accompaniment of moderate difficulty.

MU- TLW be able to use folk instruments to accompany songs (e.g., dulcimer, autoharp, Orff instruments, guitar, etc.)

PI- TLW be able to use traditional or nontraditional sound sources, including electronic ones, in composing and performing simple pieces of moderate difficulty.

MU- TLW be able to use computer and/or synthesizer to create chordal accompaniments to a variety of melodies.

MU- TLW be able to use a CD accompaniment for solo or ensemble practice.

Unit 4- Expressive Qualities

PI- TLW be able to sing and/or play recreational instruments accurately, expressively, and with good tone quality, pitch, duration, loudness, technique and diction.

MU- TLW be able to follow the score while listening.

MU- TLW be able to perform familiar songs utilizing dynamic concepts such as piano, forte, mezzo piano, mezzo forte, pianissimo, fortissimo, subito, crescendo, decrescendo, sfzorzando and forte piano.

MU- TLW be able to perform familiar songs utilizing tempo concepts such as lento, largo, andante, allegro, vivace, presto and adagio.

MU- TLW be able to perform familiar songs utilizing articulation concepts such as staccato, simile, accents, legato and slurs.
PI- TLW be able to improvise short musical compositions that exhibit cohesiveness and musical expression.

MU- TLW be able to improvise a four-measure melody of moderate difficulty, utilizing some, if not all, of the following: good tone quality, pitch, duration, loudness, technique and diction.

MU- TLW be able to make positive verbal comments on each other’s improvisations.

PI- TLW be able to, in performing ensembles, read music of moderate difficulty (NYSSMA level 3-4) and respond appropriately to the gestures of the conductor.

MU- TLW be able to perform in small groups, such as brass ensembles, woodwind ensembles, percussion ensembles, and vocal ensembles, using traditional and nontraditional notation.

MU- TLW be able to respond to the conductor’s gestures, indicating tempo, dynamics and style.

MU- TLW be able to evaluate and reflect upon the use of expressive qualities in a given performance.

PI- TLW be able to identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and composing music of their own and others, and discuss ways to improve them.

MU- TLW be able to learn conducting patterns including 2/4, 3/4 , 4/4, 6/8, cut time and 5/4, and lead an ensemble in a short piece.

MU-TLW be able to demonstrate appropriate conducting techniques, emphasizing the use of expressive gestures (e.g., dynamics, articulation, tempo changes and style), while listening to a recorded example.
Unit 5- Cultural Awareness

PI- TLW be able to identify and use, in individual and group experiences, some of the roles, processes and actions for performing and composing music of their own and others, and discuss ways to improve them.

MU- TLW be able to follow the score while listening.

MU- TLW be able to experience different roles in a small performing ensemble.

MU- TLW be able to identify and discuss the many roles and functions of the individuals involved in the presentation of a performance. Discussion and activities may include the role of the composer, performer, conductor, publisher, music librarian, lighting designer, soloist, stage manager, personnel manager, concertmaster, principal chairs, booking agent, public relations personnel, sound engineer, recording engineer, general manager, administrator, music critic, instrument repair person, piano tuner, etc.

PI- TLW be able to discuss the current and past social, cultural, and political uses for the music they listen to and perform, such as: songs of the Civil War, cowboy songs, railroad songs, work songs, Appalachian folk songs, sea chanteys, native American songs, songs of the American Revolution, songs from World Wars I and II, and protest songs.

MU- TLW be able to listen, sing, or play a varied repertoire of music from world cultures.

MU- TLW be able to identify cultural music by the special techniques or styles demonstrated in a listening example.
**Standard 2 - Knowing and Using Arts Materials and Resources**

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Key Idea- Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities’ music institutions, including those imbedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

Unit 1 - Rhythm

PI- TLW be able to use traditional or nontraditional sound sources, including electronic ones, in composing and performing rhythmic pieces of moderate difficulty.

MU- TLW be able to compose a piece which incorporates two or more complementary/contrasting ostinati.

MU- TLW be able to explore and use sound sources of different timbres to create sound effects accompanying a story.

PI- TLW be able to use current technology to create, produce, perform and record/playback music.

MU- TLW be able to use notation software and/or MIDI technology to compose a 16- measure piece.

MU- TLW be able to discuss the experience of composing utilizing technology (e.g., immediate playback of actual rhythms and notes regardless of performance skills, professional-looking copy of piece, etc.).

MU- TLW be able to create and perform rhythmic accompaniments for selected melodies.

PI- TLW be able to compose, perform, and evaluate pieces of moderate difficulty that reflect a knowledge of melodic, rhythmic, harmonic, timbral and dynamic elements.

MU- TLW be able to compose, perform and evaluate rhythmic compositions of moderate difficulty in 2/4, 3/4, 4/4, 6/8, cut time and 5/4.
MU- TLW be able to compose, perform, and evaluate rhythmic compositions of moderate difficulty using at least 4 of the following rhythms: Whole, half, quarter, eighth, sixteenth, triplet, dotted half, dotted quarter-eighth, dotted eighth-sixteenth notes and their corresponding rest values, as well as basic syncopation.

Unit 2- Melody

PI- TLW be able to use traditional or nontraditional sound sources, including electronic ones, in composing and performing pieces of moderate difficulty.

MU- TLW be able to perform a round or canon using available resources.

MU- TLW be able to perform a selected melody on more than one melodic instrument.

PI- TLW be able to use current technology to create, produce, and record/playback music.

MU- TLW be able to compose a round or canon, of at least 8 measures in length, using current technology.

MU- TLW be able to use a recording device and microphones to record a group composition performed by their peers, to be played back in class for evaluation.

Unit 3- Harmony

PI- TLW be able to compose pieces that reflect a knowledge of melodic, rhythmic, harmonic, timbrel and dynamic elements.

MU- TLW be able to compose an accompaniment for a 12-bar melody based on the blues scale to be performed on selected instruments.

MU- TLW be able to compose a harmonic ostinato that can be either sung or played to accompany a selected melody.
PI- TLW be able to use traditional or nontraditional sound sources, including electronic ones, in composing and performing pieces of moderate difficulty.

MU- TLW be able to use folk instruments to accompany songs (e.g., dulcimer, autoharp, Orff instruments, guitar, etc.).

MU- TLW be able to sing or play an ostinato accompaniment of moderate difficulty.

PI- TLW be able to use current technology to create, produce and record/playback music.

MU- TLW be able to use computer and/or synthesizer to create chordal accompaniments to a variety of melodies.

MU- TLW be able to use a CD accompaniment with the lesson book using pre-recorded or sequenced accompaniments for solo and/or ensemble practice.

MU- TLW be able to use computers and follow specified guidelines to create a composition (e.g., single melodic line, 16 measures, AABA form, tonic at end, at least three types of rhythms, at least one accidental, no steps greater than a fourth, etc.).

Unit 4- Expressive Qualities

PI- TLW be able to sing and/or play recreational instruments accurately, expressively, and with good tone quality, pitch, duration, dynamics, technique and diction.

MU- TLW be able to follow a variety of musical scores while listening to a recorded example.

MU- TLW be able to discuss various expressive elements indicated in the score.

MU- TLW be able to perform a song from a score, demonstrating appropriate expressive qualities (e.g., tempo, dynamics, articulation and style).

PI- TLW be able to use nontraditional sound sources to create sound effects to accompany a story they have written.

MU- TLW be able to write a short story associated with a holiday or other event (e.g., a spooky story for Halloween, fireworks, thunderstorms, etc.). Special care should be taken to include sound effects.
MU- TLW be able to use a rubric or other device to evaluate the effectiveness of the sounds chosen to accompany a story they have written.

PI- TLW be able to demonstrate an awareness of the technical and expressive skills musicians must develop to produce an aesthetically acceptable performance.

MU- TLW be able to develop an understanding of how expressive elements are used to enhance a performance.

MU- TLW be able to use proper posture to enhance performance and to improve tone, intonation and performance technique.

PI- TLW be able to use traditional and nontraditional sound sources, including electronic ones, in composing and performing pieces of moderate difficulty.

MU- TLW be able to compose an exercise that could be used for a warm-up/sight-reading on the basis of utilizing tone quality, pitch, duration, dynamics, articulation concepts and style.

MU- TLW be able to explore the timbres of traditional and/or nontraditional instruments to accompany songs of moderate difficulty.

MU- TLW be able to take a simple melody and create variations by altering its expressive qualities (e.g., major/minor mode, improvising, changing the pitch, changing the tempo, changing the instrumentation, changing the meter, etc.).

Unit 5- Cultural Awareness

PI- TLW be able to use school and community resources to research and develop information on music and musicians.

MU- TLW be able to research a selected musician and/or a specific style of music.

MU- TLW be able to write program notes about a musical selection based on an upcoming concert.

MU- TLW be able to use technology to find answers to questions found on teacher-directed websites.
PI- TLW be able to identify a community-based musical interest or role and explain the skills, knowledge and resources necessary to pursue the interest or adopt the role.

MU- TLW be able to prepare questions to ask a guest in the music field in order to explore music as a career, business and/or social outlet.

MU- TLW be able to create a list of community musical opportunities for participating in performance either as an audience member or as a performer.

PI- TLW be able to demonstrate appropriate listening and other participatory responses to music of a variety of genres and cultures.

MU- TLW be able to discuss various types of venues, musical events and cultures to develop an understanding about how audience behaviors can change according to the style of music being performed.

MU- TLW be able to demonstrate appropriate behavior at school assemblies and concerts, and on music-related field trips.

MU- TLW be able to write and present a review of audience behavior after attending a school assembly or other musical event.

PI- TLW be able to investigate career options related to their musical interests.

MU- TLW be able to complete a research project highlighting a career in music.

MU- TLW be able to develop a list of musical career choices.

MU- TLW be able to, using technology, take a virtual tour of a music-related profession (e.g., a recording studio, publishing house, concert hall, etc.).
Standard 3- Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Key Idea- Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Unit 1- Rhythm

PI- TLW be able to, through listening, analyze and evaluate their own and others’ performances, improvisations, and compositions by identifying and comparing them with similar works and events.

MU- TLW be able to use appropriate music terminology (e.g., beat, meter, tempo, note values, etc.) to evaluate performance.

MU- TLW be able to demonstrate an understanding of music terminology by using it in classroom discussion and/or writing.

MU- TLW be able to compare and contrast different recorded versions of the same piece of music.

MU- TLW be able to locate the rhythmic error(s) in a four-measure musical example.

MU- TLW be able to create rhythmic error(s) in the group’s ensemble music for others to identify.

PI- TLW be able to use appropriate terms to reflect a working knowledge of the musical elements.

MU- TLW be able to identify and define elements of music in a score or part.

MU- TLW be able to describe the various elements of music on a listening chart.

MU- TLW be able to create and follow a listening map of a selected musical performance.
PI- TLW be able to demonstrate the technical skills musicians must develop to produce an aesthetically acceptable performance.

MU- TLW be able to create and perform a rhythm pattern of moderate difficulty exploring techniques that produce different timbres.

MU- TLW be able to explore a variety of performance techniques that produce different timbres in performing a rhythmic composition of moderate difficulty.

Unit 2- Melody

PI- TLW be able to use basic scientific concepts to explain how music-related sound is produced, transmitted through air and perceived.

MU- TLW be able to create a pitched musical instrument from everyday objects, demonstrating the acoustical principles that affect pitch.

MU- TLW be able to demonstrate and compare the tone production of their instrument to other instruments.

PI- TLW be able to, through listening, analyze and evaluate their own and others’ performances, improvisations, and compositions by identifying and comparing them with similar works and events.

MU- TLW be able to use appropriate music terminology (e.g., pitch, intonation, stepwise motion, skips, repeated notes, melodic contour, note values, etc.) to evaluate performance.

MU- TLW be able to demonstrate an understanding of music terminology by using it in classroom discussion and/or writing.

MU- TLW be able to compare and contrast different recorded versions of the same piece of music.

MU- TLW be able to locate the melodic error(s) in a four-measure musical example.

MU- TLW be able to create melodic error(s) in the group’s ensemble music for others to identify.
Unit 3- Harmony

PI- TLW be able to use appropriate terms to reflect a working knowledge of the harmonic elements.

MU- TLW be able to listen to a recording of their own ensemble performance and the performances of others.

MU- TLW be able to demonstrate an understanding of music terminology by using it in classroom discussion and/or writing.

PI- TLW be able to, through listening, analyze and evaluate their own and others’ performances, improvisations, and compositions by identifying and comparing them with similar works and events.

MU- TLW be able to perform a variety of accompaniments on the Orff instruments to complement a given melody (e.g., chord bordun, cross-over bordun, etc.).

MU- TLW be able to improvise an accompaniment to a melody.

PI- TLW be able to use terminology from music and other arts to analyze and compare the structures of musical and other artistic and literary works.

MU- TLW be able to identify form in music, architecture and visual arts.

MU- TLW be able to discuss the concepts of repetition and contrast.

MU- TLW be able to identify, through listening, the form of a musical composition (e.g., rondo, canon, ABA, fugue, and theme and variations).

MU- TLW be able to compare the structure of a poem to the structure of a piece of music based on that poem (e.g., compare Shakespeare’s *Romeo and Juliet* and Bernstein’s *Romeo and Juliet*).

MU- TLW be able to listen to and examine several musical pieces. Given two or three works of art, students explain which work they believe most appropriately “matches” the musical example.
Unit 4- Expressive Qualities

PI- TLW be able to, through listening, analyze and evaluate their own and others’ performances, improvisations, and compositions by identifying and comparing them with similar works and events.

MU- TLW be able to evaluate performances of professional and school ensembles, as well as their own performances.

MU- TLW be able to compare and contrast different recorded versions of the same piece of music.

MU- TLW be able to use a video or audio recording to compare a performance at the beginning of the year with a performance at the end of the year.

PI- TLW be able to use appropriate terms to reflect a working knowledge of musical elements.

MU- TLW be able to describe how one musical element can be dominant over others in a selection.

MU- TLW be able to identify and define elements of music from a score or part.

PI- TLW be able to demonstrate the technical skills musicians must develop to produce an aesthetically acceptable performance.

MU- TLW be able to use proper posture to improve tone, intonation, performance technique in order to enhance performance.

MU- TLW be able to improve tone while playing or singing, based on teacher demonstration technique (e.g., correct hand position, relaxed jaw, breath support, diction, etc.).

MU- TLW be able to demonstrate the use of musical elements such as balance, blend, intonation, articulation and dynamics.
Unit 5- Cultural Awareness

PI- TLW be able to use appropriate terms to reflect a working knowledge of social-musical functions and uses (e.g., appropriate choices of music for common ceremonies and other events).

MU- TLW be able to compile a list of venues for music and generate appropriate choices of music for each.

MU- TLW be able to select a social situation and generate a list of music that would support the occasion.

MU- TLW be able to choose from his/her repertoire a selection that would be appropriate for a specific occasion (e.g., school assembly, civic ceremony, dedication, awards ceremony, etc.).

MU- TLW be able to discuss future career options that might involve the ability to select appropriate music.

PI- TLW be able to use terminology from music and other arts to analyze and compare the structures of musical and other artistic and literary works.

MU- TLW be able to demonstrate an understanding of form as it applies to music, architecture and visual arts.

MU- TLW be able to identify pictures of famous structures that replicate musical forms (e.g., United States Capitol, Washington- ternary; Sydney Opera House- strophic; UN headquarters, NYC- binary, etc.). Students identify selections in their repertoire that have similar forms.

PI- TLW be able to, through listening, analyze and evaluate their own and others’ performances, improvisations, and compositions by identifying and comparing them with similar works and events.

MU- TLW be able to study examples of critiques/reviews of musical recordings and write their own review of a different recording.

MU- TLW be able to write a review of a recording in their own music library.

MU- TLW be able to collect reviews from various sources and keep a running log of positive and negative descriptors.
Standard 4- Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Key Idea- Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Unit 1- Rhythm
PI- TLW be able to identify and imitate rhythmic elements of various styles and world cultures.

MU- TLW be able to demonstrate an understanding of rhythmic elements of various styles and world cultures through movement, singing, dancing, and playing instruments.

MU- TLW be able to perform drumming patterns from various cultures in a variety of meters.

MU- TLW be able to identify and imitate dominant rhythmic characteristics in music from various cultures.

PI- TLW be able to, in performing ensembles, read and perform repertoire in a culturally authentic manner.

MU- TLW be able to understand why certain music can/should be sung with percussion accompaniment.

MU- TLW be able to learn music of another culture and compare the rhythmic practices of that culture to Western music.

MU- TLW be able to compare and perform rhythmic articulations in traditional and jazz styles.

MU- TLW be able to imitate teacher demonstration of stylistic differences between straight-ahead and swing feel.
Unit 2- Melody

PI- TLW be able to identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world.

MU- TLW be able to explore the melodic elements of different cultures through movement, singing, dancing and playing instruments.

MU- TLW be able to imitate the melodic elements of various styles and world cultures.

MU- TLW be able to identify dominant melodic characteristics in music from various cultures (e.g., modes, pentatonic scales, whole tone scales, blues scales, etc.).

PI- TLW be able to, in performing ensembles, read and perform repertoire in a culturally authentic manner.

MU- TLW be able to learn music of another culture and compare the performance practices of that culture to Western music (e.g., examining the correlation between melody and movement in various cultures).

MU- TLW be able to research a cultural performance practice and apply it to repertoire in order to enhance performance authenticity.

PI- TLW be able to identify, from a performance or recording, the titles and composers of well-known examples of classical concert music and blues/jazz selections.

MU- TLW be able to, by listening to a variety of well-known examples of jazz and blues recordings, explore the history of jazz and identify its genres and composers.

MU- TLW be able to explore the history of music and identify music and composers from various style periods.

MU- TLW be able to write one or two complete sentences about the melodic attributes of the culture presented.
Unit 3- Harmony

PI- TLW be able to identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent to peoples of the world.

MU- TLW be able to identify dominant harmonic characteristics in music from various cultures.

MU- TLW be able to compare the harmonic qualities of a different culture to Western music.

MU- TLW be able to use folk instruments to accompany songs from various cultures (e.g., dulcimer, autoharp, Orff instruments, guitar, etc.).

PI- TLW be able to, in performing ensembles, read and perform repertoire in a culturally authentic manner.

MU- TLW be able to learn all voice parts to a song from another culture, incorporating motion in the learning process (where appropriate).

MU- TLW be able to demonstrate and compare the harmonic practices of Western music with music of other cultures.

Unit 4- Expressive Qualities

PI- TLW be able to identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world.

MU- TLW be able to respond to the expressive qualities found in listening examples from a variety of cultures.

MU- TLW be able to identify instruments used in selected listening examples and will indicate which instruments are unique to each culture.
PI- TLW be able to discuss the current and past cultural, social, and political uses for the music they listen to and perform.

MU- TLW be able to study examples of a particular genre of music and identify the various types of cultural, social, and political functions within that genre.

MU- TLW be able to identify, from listening, a particular style of song and indicate its use.

PI- TLW be able to, in performing ensembles, read and perform repertoire in a culturally authentic manner.

MU- TLW be able to research a cultural performance practice and apply it to repertoire in order to enhance performance authenticity.

MU- TLW be able to authentically perform a song of another culture, with movement where appropriate.

Unit 5- Cultural Awareness

PI- TLW be able to identify, from a performance or recording, the titles and composers of well-know examples of classical concert music and blues/jazz selections.

MU- TLW be able to keep a log of selections heard in class.

MU- TLW be able to recognize and respond to various types and styles of music.

MU- TLW be able to recognize the elements of a particular genre or style.

MU- TLW be able to study various composers or artists and their famous works.

PI- TLW be able to identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world.

MU- TLW be able to identify instruments used in selected listening examples and will indicate which instruments are unique to each culture.
MU- TLW be able to write one or two complete sentences regarding the musical attributes of the culture presented.

MU- TLW be able to listen to music from various cultures and research/explore its historical and cultural influences.

MU- TLW be able to sing or play music from a variety of cultures and include movement where appropriate.

MU- TLW be able to compare the performance practices of Western music with music from other cultures. Students refer to venue and occasion, use of notation, incorporation of movement, and role of leader.

PI- TLW be able to discuss the current and past cultural, social, and political uses for the music they listen to and perform.

MU- TLW be able to compare and contrast popular music of two eras, including information on social, political, and cultural aspects of the music.

MU- TLW be able to demonstrate an understanding of the political, historical, and cultural significance of a musical selection from performance repertoire.

MU- TLW be able to research and discuss cultural, social, and political aspects of the types of songs in this genre. Examples are: spirituals or hopeful songs (e.g., going to heaven, reuniting with loved ones, gaining freedom); mournful songs (laments); code songs (songs containing coded directions for escaping, as through the underground railroad).