

MUSIC

Beginning band (5th grade)

The students will:

1. perform fundamental rhythms including quarter, half, whole, eighth, and dotted notes and rests in $\frac{3}{4}$, $\frac{4}{4}$ and $\frac{2}{4}$ on a band instrument (CS1) (I)
2. learn beginning fingerings for individual instrument (CS 1) (I)
3. perform alone and with others on a band instrument (CS 1) (I)
4. perform unison band compositions (CS 1) (I)
5. perform 2 and 3 part band compositions (CS 1) (I)
6. learn concert Bb scale (CS 1) (I)
7. play simple melodies by ear (CS 1) (I)
8. learn basic rudiments (CS 1) (I)
9. use phrases, 1st and 2nd endings and *D.C. al fine* (CS 2) (I)
10. understand basic music theory, including, key signatures, harmony, theme and variation, interval numbers, trio, rounds or canons, scale, enharmonic and chromatics (CS 2) (I)
11. understand musical terms used at the beginner level, including: beat, staff, bar lines, measures, notes, rests, fermata, time signature, key signature, repeat, breath mark, pick-up note(s), *f*, *mf*, *p*, crescendo, diminuendo, etude, warm-up, tie, slur, tempo, Andante, Moderato, Allegro, Accent, first and second endings, *D.C. al fine*, phrases, accidentals, sharps, flats, natural, tuning, concert Bb (CS 2) (I)
12. learn to care for individual instruments (CS 2) (I)
13. learn playing techniques unique to individual instruments (CS 2) (I)
14. recognize visual cues from the conductor (CS 2) (I)
15. learn aural skills, including, balance and good tone production (CS 3) (I)
16. demonstrate good posture for good tone development (CS 3) (I)
17. demonstrate proper breathing technique (CS 3) (I)
18. create an accompaniment to a song or reading (CS 3) (I)
19. create or arrange a short song within specific guidelines (CS 3) (I)
20. improvise melodies or accompaniments within specific guidelines (CS 3) (I)
21. learn sight-reading techniques (CS 3) (I)
22. grade their own works and the works of others and offer constructive criticism (CS 4) (I)
23. listen to other beginning bands, and recordings and describe (CS 4) (I)
24. discuss the music history as related to music performed (CS 5) (I)
25. perform songs of different styles and eras (CS 5) (I)
26. describe the uses of different styles of music (CS 5) (I)
27. Explain the relationship between music (counting, fractions etc.) and math (CS 6) (I)
28. explain phrases as sentences (CS 6) (I)
29. explain written music as a road map (CS 6) (I)
30. explain music as physical education (CS 6) (I)
31. explain music as a creative and emotional outlet (CS 6) (I)
32. develop an understanding of the impact of an individual's actions or lack thereof on others. (CS 6) (I)
33. develop understanding of moral and ethical responsibility to other members of the ensemble, the composer of the music and the audience. (CS 6) (I)

6th grade band

The student will:

1. be proficient in performing rhythms including eighth, quarter, whole, half and dotted notes and rests in 2/4, 4/4, 3/4 time (CS 1) (D)
2. Perform in 2/2 & 6/8 time (CS 1) (I)
3. perform syncopation, sixteenth notes and rests, and triplets (CS 1) (I)
4. perform full band arrangements (CS 1) (I)
5. Learn fingerings for individual instrument (CS 1) (D)
6. Perform alone and with others on a band instrument (CS 1) (D)
7. perform unison band compositions (CS 1) (D, M)
8. perform 2 and 3 part band compositions (CS 1) (D)
9. perform concert Bb scale (CS 1) (D, M)
10. play simple melodies by ear (CS 1) (D)
11. Learn basic rudiments (CS 1) (D)
12. learn concert Eb and concert F scales (CS 1) (I)
13. Build musical term vocabulary including Adagio, staccato, tenuto, ritardando, allegretto, rallentando, legato, etude, Maestro, *DS. al fine*, accel. Simile, *mp* (CS 2) (I,D)
14. Play using techniques unique to each instrument (CS 2) (D)
15. recognize cues from conductor (CS 2) (D)
16. Discuss basic music theory including: key change, syncopation, enharmonic, chromatic scales, major scales (CS 2) (I,D)
17. Recognize and follow use of musical structures, including: phrasing, 1st and 2nd endings, *D.C. al fine*, *D.C. al coda* (CS 2) (I, D)
18. Recognize and describe interval relationships (CS 2) (I)
19. take proper care of individual instrument (CS 2) (M)
20. Learn sight reading skills including recognizing: key signature, time signature, tempo markings, accidentals, rhythms, dynamics, articulations, changes, repeats, endings, other printed instructions (CS 3) (D)
21. demonstrate proper posture (CS 3) (D)
22. demonstrate aural skills, including balance and tuning (CS 3) (D)
23. create an accompaniment to a song or reading (CS 3) (D)
24. create or arrange a short song within specific guidelines (CS 3) (D)
25. improvise melodies or accompaniments within specific guidelines (CS 3) (D)
26. grade their own works and the works of others and offer constructive criticism (CS 4) (D)
27. Listen to other bands, and recordings and describe (CS 4) (D)
28. discuss the music history as related to music performed (CS 5) (D)
29. perform songs of different styles and eras (CS 5) (D)
30. describe the uses of different styles of music (CS 5) (D)
31. develop an understanding of the impact of an individual's actions or lack thereof on others. (CS 6) (I)
32. develop understanding of moral and ethical responsibility to other members of the ensemble, the composer of the music and the audience. (CS 6) (D)
33. explain the relationship between music (counting, fractions etc.) and math (CS 6) (D)
34. explain phrases as sentences (CS 6) (D)

35. explain written music as a road map (CS 6) (D)
36. explain music as physical education (CS 6) (D)
37. explain music as a creative and emotional outlet (CS 6) (D)

Junior High Band (grades 7&8)

The student will:

1. Be proficient in performing rhythms including eighth, quarter, whole, half and dotted notes and rests in 2/4, 4/4, 3/4 time (CS 1) (M)
2. Perform in 2/2 & 6/8 time (CS 1) (D)
3. Perform in 5/4 (CS 1) (I)
4. perform syncopation, sixteenth notes and rests, and triplets (CS 1) (D)
5. perform full band arrangements (CS 1) (D)
6. learn additional fingerings for individual instrument (CS 1) (D)
7. perform alone and with others on a band instrument (CS 1) (D)
8. perform unison band compositions (CS 1) (M)
9. perform 2 and 3 part band compositions (CS 1) (M)
10. perform concert Bb scale (CS 1) (M)
11. play more complex melodies by ear (CS 1) (D)
12. Learn basic rudiments (CS 1) (D)
13. learn concert Eb and concert F scales (CS 1) (D)
14. Learn the following concert scales: Ab major, Db major, Gb major, C major, D major, A major, E major, A minor, Chromatic scales (CS1) (I)
15. Build musical term vocabulary including Adagio, staccato, tenuto, ritardando, allegretto, rallentando, legato, etude, Maestro, *DS. al fine*, accel. *Simile*, *mp* (CS 2) (D)
16. build musical term vocabulary, including: articulation, style marking, dolce, *pp*, *ff*, *giocoso*, *divisi*, *tutti*, *marcato*, (CS 2) (I)
17. Play using techniques unique to each instrument (CS 2) (D)
18. Recognize cues from conductor (CS 2) (D)
19. Discuss basic music theory including: key change, syncopation, enharmonic, chromatic scales, major scales (CS 2) (D)
20. recognize harmonic minor (CS 2) (I)
21. transpose for individual instruments from concert key (CS 2) (I)
22. Recognize and follow use of musical structures, including: phrasing, 1st and 2nd endings, *D.C. al fine*, *D.C. al coda* (CS2) (D)
23. Recognize and describe interval relationships (CS 2) (M)
24. take proper care of individual instrument (CS 2) (M)
25. Learn sight reading skills including recognizing: key signature, time signature, tempo markings, accidentals, rhythms, dynamics, articulations, changes, repeats, endings, other printed instructions (CS 3) (D)
26. demonstrate proper posture (CS 3) (D)
27. demonstrate aural skills, including balance and tuning (CS 3) (D)
28. create an accompaniment to a song or reading (CS 3) (D)
29. create or arrange a short song within specific guidelines (CS 3) (D)
30. improvise melodies or accompaniments within specific guidelines (CS 3) (D)
31. grade their own works and the works of others and offer constructive criticism being specific about tempo, dynamics, balance and proper pitch (CS 4) (D)
32. Listen to other bands, and recordings and describe being specific about tempo, dynamics, balance and proper pitch (CS 4) (D)
33. Discuss the music history as related to music performed (CS 5) (D)
34. Perform songs of different styles and eras (CS 5) (D)

35. Describe the uses of different styles of music (CS 5) (D)
36. Explain the relationship between music (counting, fractions etc.) and math
37. (CS 6) (D)
38. explain phrases as sentences (CS 6) (D)
39. explain written music as a road map (CS 6) (D)
40. explain music as physical education (CS 6) (D)
41. explain music as a creative and emotional outlet (CS 6) (D)
42. develop an understanding of the impact of an individual's actions or lack thereof on others. (CS 6) (D)
43. develop understanding of moral and ethical responsibility to other members of the ensemble, the composer of the music and the audience. (CS 6) (D)

High School Band (grades 9-12)

The student will:

1. Perform in 2/2, 6/8 time (CS 1) (M)
2. perform in 5/4 (CS 1) (D)
3. perform syncopation, sixteenth notes and rests, and triplets (CS 1) (M)
4. Perform full band arrangements (CS 1) (D)
5. learn alternate and altissimo fingerings for individual instrument (CS 1) (D)
6. perform alone and with others on a band instrument (CS 1) (D)
7. play more complex melodies by ear (CS 1) (D)
8. learn basic rudiments (CS 1) (M)
9. learn concert Eb and concert F scales (CS 1) (M)
10. perform all major and minor scales (CS 1) (M)
11. perform a chromatic scale (CS 1) (M)
12. perform music that is Grade 1 or 2 (CS 1) (M)
13. perform music that is grade 3 or above (CS1) (D)
14. Build musical term vocabulary including Adagio, staccato, tenuto, ritardando, allegretto, rallentando, legato, etude, Maestro, *DS. al fine*, accel. Simile, *mp* (CS 2) (M)
15. Build musical term vocabulary, including: articulation, style marking, dolce, *pp*, *ff*, giocoso, divisi, tutti, marcato, (CS 2) (M)
16. play using techniques unique to each instrument (CS 2) (D)
17. recognize cues from conductor (CS 2) (D)
18. Learn about and perform ABA form (CS 1) (I, D)
19. Discuss basic music theory including: key change, syncopation, enharmonic, chromatic scales, major scales (CS 2) (M)
20. recognize harmonic minor (CS 2) (D)
21. transpose for individual instruments from concert key (CS 2) (D)
22. Recognize and follow use of musical structures, including: phrasing, 1st and 2nd endings, *D.C. al fine*, *D.C. al coda* (CS 2) (M)
23. Learn sight reading skills including recognizing: key signature, time signature, tempo markings, accidentals, rhythms, dynamics, articulations, changes, repeats, endings, other printed instructions (CS 3) (D)
24. Sight read songs of grade 1 or 2 (CS 3) (M)
25. sight read songs of grade 3 or above (CS 3) (D)
26. Demonstrate proper posture (CS 3) (M)
27. Demonstrate aural skills, including balance and tuning (CS 3) (D)
28. Create an accompaniment to a song or reading (CS 3) (D)
29. create or arrange a short song within specific guidelines (CS 3) (D)
30. improvise melodies or accompaniments within specific guidelines (CS 3) (D)
31. grade their own works and the works of others and offer constructive criticism, being specific about tempo, dynamics, balance and proper pitch (CS 4) (D)
32. Listen to other bands and recordings and describe being specific about tempo, dynamics, balance and proper pitch (CS 4) (D)
33. discuss the music history as related to music performed (CS 5) (D)
34. perform songs of different styles and eras (CS 5) (D)
35. Describe the uses of different styles of music (CS 5) (D)
36. explain the relationship between music (counting, fractions etc.) and math (CS 6) (D)

37. explain phrases as sentences (CS 6) (D)
38. explain written music as a road map (CS 6) (D)
39. explain music as physical education (CS 6) (D)
40. explain music as a creative and emotional outlet (CS 6) (D)
41. develop an understanding of the impact of an individual's actions or lack thereof on others. (CS 6) (D)
42. develop understanding of moral and ethical responsibility to other members of the ensemble, the composer of the music and the audience. (CS 6) (D)

High School Choir (grades 9-12)

The student will:

1. perform intermediate rhythms in 2/4, 3/4, 4/4, 6/8, 12/8, cut time and common time (CS 1) (D)
2. perform alone and with others in front of large and small audiences (CS1) (D)
3. perform in ensembles with different voicings, including: SAB, SSA, T(T)B(B), SATB, duets and solos (CS1) (D)
4. Perform music of different styles, including: classical, swing, chorales and popular (CS1) (D)
5. Perform accompaniments on rhythm or pitched instruments (CS 1) (D)
6. Perform major scales with sol fege, numbers or neutral tones (CS1) (D)
7. Perform minor scales with sol fege, numbers or neutral tones (CS1) (I)
8. describe intervals using sol fege or other musical terms (CS 2) (I)
9. Explore & expand his/her vocal range (CS1) (D)
10. Demonstrate fundamental vocal technique including: posture, breath control, resonance of tone, diction, articulation, intonation (CS 2) (D)
11. respond appropriately to the cues of the conductor (CS 2) (D)
12. use the proper musical vocabulary (CS 2) (D)
13. understand and describe the structure of given choral works (CS 2) (D)
14. demonstrate the proper singing posture (CS 3) (D)
15. sing using the proper expressiveness (CS 3) (D)
16. employ aural skills to maintain balance, blend and good tone (CS 3) (D)
17. Listen to other singers and recordings and describe being specific about tempo, dynamics, balance and proper pitch (CS 4) (D)
18. grade their own works and the works of others and offer constructive criticism, being specific about tempo, dynamics, balance and proper pitch (CS 4) (D)
19. discuss the music history as related to music performed (CS 5) (D)
20. perform songs of different styles and eras (CS 5) (D)
21. describe the uses of different styles of music (CS 5) (D)
22. explain the relationship between music (counting, fractions etc.) and math (CS 6) (D)
23. explain phrases as sentences (CS 6) (D)
24. explain written music as a road map (CS 6) (D)
25. explain music as physical education (CS 6) (D)
26. explain music as a creative and emotional outlet (CS 6) (D)
27. develop an understanding of the impact of an individual's actions or lack thereof on others. (CS 6) (D)
28. develop understanding of moral and ethical responsibility to other members of the ensemble, the composer of the music and the audience. (CS 6) (D)

Music Appreciation (grades 9-12)

The student will:

1. enjoy music through performing (CS 1) (I,D,M)
2. explore various instruments (CS1) (I,D,M)
3. discuss structure of different musical compositions (CS 2) (I,D,M)
4. explore individual musical creativity and expression (CS 3) (I,D,M)
5. Develop aural skills (CS 3) (I, D, M)
6. Listen to and analyze different styles of music (CS 4) (I, D, M)
7. discuss music theory and history relating it to culture (CS 5) (I,D,M)
8. Explain music as physical education (CS 6) (I, D, M)
9. explain music as a creative and emotional outlet (CS 6) (I,D,M)
10. develop an understanding of the impact of an individual's actions or lack thereof on others including but not limited to, the ensemble and the director. (CS 6) (I,D,M)
11. develop understanding of moral and ethical responsibility to other members of the ensemble, the director, the composer of the music and the audience. (CS 6) (I,D,M)

6th Grade Choir/General music The student will:

1. perform simple rhythms in 2/4, $\frac{3}{4}$, 4/4, cut time and common time (CS 1) (D)
2. perform alone and with others in front of large and small audiences (CS1) (D)
3. perform in ensembles with different voicings, including: SAB, SSA, T(T)B(B), SATB, duets and solos (CS1) (D)
4. Perform music of different styles, including: classical, swing, chorales and popular (CS1) (D)
5. Perform accompaniments on rhythm or pitched instruments (CS 1) (D)
6. Perform major scales with sol fege, numbers or neutral tones (CS1) (D)
7. Explore & expand his/her vocal range (CS1) (D)
8. Demonstrate fundamental vocal technique including: posture, breath control, resonance of tone, diction, articulation, intonation (CS 2) (D)
9. respond appropriately to the cues of the conductor (CS 2) (D)
10. use the proper musical vocabulary (CS 2) (D)
11. understand and describe the structure of given choral works (CS 2) (I)
12. demonstrate the proper singing posture (CS 3) (D)
13. sing using the proper expressiveness (CS 3) (D)
14. employ aural skills to maintain balance, blend and good tone (CS 3) (I)
15. Listen to other singers and recordings and describe being specific about tempo, dynamics, balance and proper pitch (CS 4) (I)
16. grade their own works and the works of others and offer constructive criticism, being specific about tempo, dynamics, balance and proper pitch (CS 4) (I)
17. discuss the music history as related to music performed (CS 5) (D)
18. perform songs of different styles and eras (CS 5) (D)
19. describe the uses of different styles of music (CS 5) (D)
20. explain the relationship between music (counting, fractions etc.) and math
21. (CS 6) (D)
22. explain phrases as sentences (CS 6) (D)
23. explain written music as a road map (CS 6) (D)
24. explain music as physical education (CS 6) (D)
25. explain music as a creative and emotional outlet (CS 6) (D)
26. develop an understanding of the impact of an individual's actions or lack thereof on others, including but not limited to, the ensemble, director and audience. (CS 6) (D)
27. develop understanding of moral and ethical responsibility to other members of the ensemble, the director, the composer of the music and the audience. (CS 6) (D)

Junior High Choir (grades 7 &8)

The student will:

1. perform simple rhythms in 2/4, 3/4, 4/4, cut time and common time (CS 1) (D)
2. perform alone and with others in front of large and small audiences (CS1) (D)
3. perform in ensembles with different voicings, including: SAB, SSA, T(T)B(B), SATB, duets and solos (CS1) (D)
4. Perform music of different styles, including: classical, swing, chorales and popular (CS1) (D)
5. Perform accompaniments on rhythm or pitched instruments (CS 1) (D)
6. Perform major scales with sol fege, numbers or neutral tones (CS1) (D)
7. Explore & expand his/her vocal range (CS1) (D)
8. Demonstrate fundamental vocal technique including: posture, breath control, resonance of tone, diction, articulation, intonation (CS 2) (D)
9. respond appropriately to the cues of the conductor (CS 2) (D)
10. use the proper musical vocabulary (CS 2) (D)
11. understand and describe the structure of given choral works (CS 2) (I)
12. demonstrate the proper singing posture (CS 3) (D)
13. sing using the proper expressiveness (CS 3) (D)
14. employ aural skills to maintain balance, blend and good tone (CS 3) (I)
15. Listen to other singers and recordings and describe being specific about tempo, dynamics, balance and proper pitch (CS 4) (I)
16. grade their own works and the works of others and offer constructive criticism, being specific about tempo, dynamics, balance and proper pitch (CS 4) (I)
17. discuss the music history as related to music performed (CS 5) (D)
18. perform songs of different styles and eras (CS 5) (D)
19. describe the uses of different styles of music (CS 5) (D)
20. explain the relationship between music (counting, fractions etc.) and math
21. (CS 6) (D)
22. explain phrases as sentences (CS 6) (D)
23. explain written music as a road map (CS 6) (D)
24. explain music as physical education (CS 6) (D)
25. explain music as a creative and emotional outlet (CS 6) (D)
26. develop an understanding of the impact of an individual's actions or lack thereof on others, including but not limited to, the ensemble, director and audience. (CS 6) (D)
27. develop understanding of moral and ethical responsibility to other members of the ensemble, the director, the composer of the music and the audience. (CS 6) (D)