

msad #34

music
Curriculum
k-12

Adopted March 25, 2003



msad #34

gRADES K-2

GENERAL MUSIC CURRICULUM

**MSAD #34
General Music Curriculum
Grades K-2**

PREFACE:

Music has been a vital part of every society since the beginning of time. We believe that the value in music exists in its potential for enhancing the quality of our lives by broadening the boundaries of our thinking and actions. The intellectual demands of music help students develop problem-solving abilities and thinking skills as analyzing, synthesizing, and evaluating. Numerous studies point toward a consistent and positive correlation between substantive education in music and student achievement in other subjects. A comprehensive, well designed music education program engages students in progress that helps them develop self esteem, self

discipline, cooperation, and self motivation necessary for success in life. Most importantly, music should be experienced and studied for their own intrinsic value. Experiencing and creating music brings lifelong enjoyment to students and an array of expressive, analytical, and developmental tools to use in their daily lives.

GUIDING PRINCIPLES

1. A clear and effective communicator

- Uses oral, written, visual, artistic, and technological modes of expression
- Reads, listens to and interprets messages from multiple sources
- Uses English and at least one other language

2. A self-directed and life-long learner

- Demonstrates the capacity to undertake independent study
- Finds and uses information from libraries, electronic data bases, and other resources
- Creates career and education plans that reflect personal goals, interests and skills, and available resources

3. A creative and practical problem solver

- Observes situations objectively to clearly and accurately define problems
- Identifies patterns, trends, and relationships that apply to solutions to problems
- Generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response
- Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions

4. A responsible and involved citizen

- Understands the importance of accepting responsibility for personal decisions and actions
- Recognizes and understands the diverse nature of society
- Knows the means of achieving personal and community health and well-being
- Recognizes the power of personal participation to affect the community and demonstrates participation skills

5. A collaborative and quality worker

- Demonstrates reliability, flexibility, and concern for quality
- Knows the structure and functions of the labor market
- Assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace

6. An integrative and informed thinker

- Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparations
- Comprehends relationships among different modes of thought and methods associated with the traditional discipline.

GOALS AND OBJECTIVES: KINDERGARTEN

AREA: MELODY

Goal A: The learner will understand that melody has shape and movement.

Objective 1: The learner will distinguish between high and low.

Objective 2: The learner will recognize melodic direction.

Objective 3: The learner will develop a repertoire of rote songs from society's musical heritage.

Objective 4: The learner will participate in age appropriate singing experiences.

AREA: HARMONY

Goal A: The learner will understand that sounds can be combined.

Objective 1: The learner will recognize that sounds can be combined.

Objective 2: The learner will use a variety of musical tools to experience combination of sounds.

AREA: RHYTHM

Goal A: The learner will understand that rhythm is movement through time.

Objective 1: The learner will distinguish between beat and rhythm.

Objective 2: The learner will distinguish between even and uneven.

Objective 3: The learner will distinguish between short and long.

Objective 4: The learner will distinguish between sound and silence.

Objective 5: The learner will distinguish between slow and fast.

AREA: FORM

Goal A: The learner will understand that a number of sections make up whole

compositions.

Objective 1: The learner will identify same and different sections of a song.

AREA: TIMBRE

Goal A: The learner will understand that there are different musical sounds.

Objective 1: The learner will distinguish between same and different.

Objective 2: The learner will distinguish between vocal and instrumental.

Objective 3: The learner will distinguish between men, women, and children's voices.

Objective 4: The learner will identify by site and sound various instruments of the orchestra.

AREA: EXPRESSIVE QUALITIES

Goal A: The learner will understand that music expresses moods and feelings.

Objective 1: The learner will demonstrate between slow and fast.

Objective 2: The learner will demonstrate between loud and soft.

Objective 3: The learner will respond to style and mood in a music composition.

Objective 4: The learner will create a composition using the different elements of music.

AREA: HISTORICAL AND CULTURAL

Goal A: The learner will explore music of various countries and cultures.

Objective 1: The learner will sing songs from other countries and cultures.

Objective 2: The learner will listen to performances of music from different countries and cultures.

GOALS AND OBJECTIVES: GRADE 1

AREA: MELODY

Goal A: The learner will understand that melody has shape and movement.

Objective 1: The learner will demonstrate high, low, and same.

Objective 2: The learner will recognize that printed music moves from left to right.

Objective 3: The learner will continue to build a vocal repertoire.

Objective 4: The learner will demonstrate simple diagrams with melodic patterns.

AREA: HARMONY

Goal A: The learner will understand that sounds can be combined.

Objective 1: The learner will sing in a round.

Objective 2: The learner will recognize that chords can be used to accompany songs.

Objective 3: The learner will demonstrate that chords can be used to accompany songs.

Objective 4: The learner will recognize that chords can fit and not fit within a melody.

Objective 5: The learner will demonstrate that chords can fit and not fit within a melody.

Objective 6: The learner will hear and respond to chord changes.

AREA: RHYTHM

Goal A: The learner will understand that rhythm is movement through time.

Objective 1: The learner will read and perform simple rhythm patterns. (one quarter notes, two eighth notes, rests)

Objective 2: The learner will perform rhythm patterns in relation to a beat.

Objective 3: The learner will play ostinato pattern to accompany music.

AREA: FORM

Goal A: The learner will understand that a number of sections make up whole compositions.

Objective 1: The learner will identify same and different sections of a song.

Objective 2: The learner will recognize patterns of same and different.

Objective 3: The learner will recognize that themes repeat.

AREA: TIMBRE

Goal A: The learner will understand that there are different musical sounds.

Objective 1: The learner will classify and compare instruments by sound.

Objective 2: The learner will begin to recognize some of the traditional instruments.

AREA: EXPRESSIVE QUALITIES

Goal A: The learner will understand that music expresses moods and feelings.

Objective 1: The learner will recognize the difference between high and low,

- loud and soft.
- Objective 2: The learner will demonstrate the difference between high and low, loud and soft.
- Objective 3: The learner will recognize that volume and tempo can change within a piece.
- Objective 4: The learner will demonstrate that volume and tempo can change within a piece.
- Objective 5: The learner will create a piece of work using the elements of music.

AREA: HISTORICAL AND CULTURAL

Goal A: The learner will explore music of various countries and cultures.

- Objective 1: The learner will sing songs from other countries and cultures.
- Objective 2: The learner will listen to performances of music from different countries and cultures.

GOALS AND OBJECTIVES: GRADE 2

AREA: MELODY

Goal A: The learner will understand that melody has shape and movement.

- Objective 1: The learner will demonstrate placement on the staff of high/low, up/down, and repetition
- Objective 2: The learner will hear and respond whether a phrase/song feels finished.

AREA: HARMONY

Goal A: The learner will understand that sounds can be combined.

Objective 1: The learner will hear and respond to major and minor.

Objective 2: The learner will accompany songs with simple harmonic ostinato patterns.

Objective 3: The learner will use pitched instruments to accompany songs.

AREA: RHYTHM

Goal A: The learner will understand that rhythm is movement through time.

Objective 1: The learner will listen and move to double and triple meter.

Objective 2: The learner will label strong and weak as accented and unaccented.

Objective 3: The learner will begin to use traditional notation.

AREA: FORM

Goal A: The learner will understand that a number of sections make up whole compositions.

Objective 1: The learner will begin to recognize and label AB and ABA with symbols.

Objective 2: The learner will begin to label sections in music.

AREA: TIMBRE

Goal A: The learner will understand that there are different musical sounds.

Objective 1: The learner will identify sound/name/picture to instruments and voices.

AREA: EXPRESSIVE QUALITIES

Goal A: The learner will understand that music expresses moods and feelings.

Objective 1: The learner will begin to use symbols for expressive labels.

Objective 2: The learner will recognize that the text will influence performance style.

Objective 3: The learner will create a piece of work using the elements of music.

AREA: HISTORICAL AND CULTURAL

Goal A: The learner will explore music of various countries and cultures.

Objective 1: The learner will sing songs from other countries and cultures.

Objective 2: The learner will listen to performances of music from different countries and cultures.

UPON COMPLETION OF GRADE 2:

The learner will sing a song in a group.

The learner will have a repertoire of songs to sing.

The learner will combine sounds to accompany songs.

The learner will sing in a round.

The learner will demonstrate a steady beat.

The learner will perform rhythm patterns.

The learner will understand that a number of sections make up a whole composition.

The learner will identify the picture/sound of the orchestra instruments.

The learner will understand that music expresses a feeling.

The learner will understand acceptable rules and behaviors when attending a musical event.

msad #34

gRADES

3 - 4

GENERAL MUSIC CURRICULUM

**MSAD #34
General Music Curriculum
Grades 3 and 4**

PREFACE:

Music has been a vital part of every society since the beginning of time. We believe that the value in music exists in its potential for enhancing the quality of our lives by broadening the boundaries of our thinking and actions. The intellectual demands of music help students develop problem-solving abilities and thinking skills as analyzing, synthesizing, and evaluating. Numerous studies point toward a consistent and positive correlation between substantive education in music and student achievement in other subjects. A comprehensive, well designed music education program engages students in progress that helps them develop self esteem, self discipline, cooperation, and self motivation necessary for success in life. Most importantly, music should be experienced and studied for their own intrinsic value. Experiencing and creating music brings lifelong enjoyment to students and an array of expressive, analytical, and developmental tools to use in their daily lives.

GUIDING PRINCIPLES

1. A clear and effective communicator

- Uses oral, written, visual, artistic, and technological modes of expression
 - Reads, listens to and interprets messages from multiple sources
 - Uses English and at least one other language
- 2. A self-directed and life-long learner**
- Demonstrates the capacity to undertake independent study
 - Finds and uses information from libraries, electronic data bases, and other resources
 - Creates career and education plans that reflect personal goals, interests and skills, and available resources
- 3. A creative and practical problem solver**
- Observes situations objectively to clearly and accurately define problems
 - Identifies patterns, trends, and relationships that apply to solutions to problems
 - Generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response
 - Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions
- 4. A responsible and involved citizen**
- Understands the importance of accepting responsibility for personal decisions and actions
 - Recognizes and understands the diverse nature of society
 - Knows the means of achieving personal and community health and well-being
 - Recognizes the power of personal participation to affect the community and demonstrates participation skills
- 5. A collaborative and quality worker**
- Demonstrates reliability, flexibility, and concern for quality
 - Knows the structure and functions of the labor market
 - Assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace
- 6. An integrative and informed thinker**
- Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparations
 - Comprehends relationships among different modes of thought and methods associated with the traditional discipline.

GOALS AND OBJECTIVES: GRADE 3

AREA: MUSIC READING SKILLS

Goal A: The learner will recognize visually and orally relationships between written notation and sounds.

Objective 1: The student will label treble clef and staff symbols.

Objective 2: The learner will recognize letter names are assigned to specific lines and spaces.

Objective 3: The learner will recognize and perform step, skip, and repetition.

Objective 4: The learner will recognize that note and rest values are relative.

Objective 5: The learner will recognize the top number of a time signature.

Objective 6: The learner will read and perform simple rhythmic patterns.

AREA: LISTENING SKILLS

Goal A: The learner will demonstrate listening skills through the elements of music. (melody, harmony etc.)

Objective 1: The learner will perform steps, skips, and repetitions by rote using simple songs.

Objective 2: The learner will recognize and use simple ostinatos to create harmony.

Objective 3: The learner will identify forms larger than AB and ABA.

Objective 4: The learner will label musical sections.

Objective 5: The learner will identify traditional instrument families by sound.

Objective 6: The learner will recognize and label smooth/detached, getting louder, softer, faster, slower.

AREA: PERFORMANCE SKILLS

Goal A: The learner will understand how the voice/instrument translates printed music to the listening audience.

Objective 1: The learner will demonstrate a step, skip, and repetition.

- Objective 2: The learner will demonstrate expressive qualities and music reading skills.
- Objective 3: The learner will participate in large and small ensembles.
- Objective 4: The learner will adhere to concert etiquette.

AREA: HISTORICAL AND CULTURAL

Goal A: The learner will understand how music relates to society, culture, and history.

- Objective 1: The learner will become familiar with songs from different countries.
- Objective 2: The learner will explore songs of different languages.
- Objective 3: The learner will be exposed to the music of different historical periods and social and ethnic groups.
- Objective 4: The learner will explore different careers in music.

GOALS AND OBJECTIVES: GRADE 4

AREA: MUSIC READING SKILLS

Goal A: The learner will recognize visually and orally relationships between written notation and sounds.

- Objective 1: The learner will recognize step, skip, and repetition when performing vocal music.
- Objective 2: The learner will identify the notes on the treble clef and two ledger lines below the staff.
- Objective 3: The learner will demonstrate the correct use of whole, half, dotted half, quarter, eighth, and corresponding rest.
- Objective 4: The learner will be introduced to basic music terminology: treble clef sign, repeat signs, da capo, fermatta.
- Objective 5: The learner will recognize and respond to the terms and symbols for crescendo/decrescendo, accelerando/ritardando

AREA: LISTENING SKILLS

Goal A: The learner will demonstrate listening skills through the elements of music. (melody, harmony etc.)

Objective 1: The learner will recognize the need for balanced sound.

Objective 2: The learner will identify the pulse of the music.

Objective 3: The learner will become familiar with consonance and dissonance.

Objective 4: The learner will recognize and label ensemble combinations.

Objective 5: The learner will recognize crescendo/decrescendo and accelerando/ritardando

Objective 6: The learner will be introduced to the grand staff and it's relationship to the instruments of the orchestra.

AREA: PERFORMANCE SKILLS

Goal: The learner will understand how the voice/instrument translates printed music to the listening audience.

Objective 1: The learner will sing with increasing pitch and rhythmic accuracy.

Objective 2: The learner will sing with correct interpretation.

Objective 3: The learner will sing expanded vocal repertoire.

Objective 4: The learner will demonstrate an expanded voice range (one octave).

Objective 5: The learner will sing simple descant and partner songs.

Objective 6: The learner will expand the repertoire of rounds to include increasing levels of difficulty.

Objective 7: The learner will perform 2/4, 3/4, and 4/4 meters.

AREA: HISTORICAL AND CULTURAL

Goal A: The learner will understand how music relates to society, culture, and history.

Objective 1: The learner will recognize that musical style varies from country to country.

Objective 2: The learner will explore different careers in music.

UPON COMPLETION OF GRADE 4

The learner will play simple songs on the recorder.

The learner will read and perform rhythm patterns.

The learner will sing harmony in a group.

The learner will recognize the different instruments and instrument families of the orchestra.

The learner will recognize different ensembles. (marching band, chorus, orchestra)

The learner will recognize different careers in music.

The learner will understand that music plays an important part in our society, culture, and history.

The learner will have a repertoire of songs to sing.

The learner will apply expressive qualities in music.

msad #34

**gRADE
5**

INSTRUMENTAL MUSIC CURRICULUM

MSAD #34
Instrumental Music Curriculum
Grade: 5

PREFACE:

Music has been a vital part of every society since the beginning of time. We believe that the value in music exists in its potential for enhancing the quality of our lives by broadening the boundaries of our thinking and actions.

The intellectual demands of music help students develop problem-solving abilities and thinking skills as analyzing, synthesizing, and evaluating. Numerous studies point toward a consistent and positive correlation between substantive education in music and student achievement in other subjects. A comprehensive, well designed music education program engages students in progress that helps them develop self esteem, self discipline, cooperation, and self motivation necessary for success in life. Most importantly, music should be experienced and studied for their own intrinsic value. Experiencing and creating music brings lifelong enjoyment to students and an array of expressive, analytical, and developmental tools to use in their daily lives.

GUIDING PRINCIPLES

- 1. A clear and effective communicator**
 - Uses oral, written, visual, artistic, and technological modes of expression
 - Reads, listens to and interprets messages from multiple sources
 - Uses English and at least one other language

- 2. A self-directed and life-long learner**
 - Demonstrates the capacity to undertake independent study
 - Finds and uses information from libraries, electronic data bases, and other resources

- Creates career and education plans that reflect personal goals, interests and skills, and available resources
3. **A creative and practical problem solver**
 - Observes situations objectively to clearly and accurately define problems
 - Identifies patterns, trends, and relationships that apply to solutions to problems
 - Generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response
 - Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions

 4. **A responsible and involved citizen**
 - Understands the importance of accepting responsibility for personal decisions and actions
 - Recognizes and understands the diverse nature of society
 - Knows the means of achieving personal and community health and well-being
 - Recognizes the power of personal participation to affect the community and demonstrates participation skills

 5. **A collaborative and quality worker**
 - Demonstrates reliability, flexibility, and concern for quality
 - Knows the structure and functions of the labor market
 - Assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace

 6. **An integrative and informed thinker**
 - Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparations
 - Comprehends relationships among different modes of thought and methods associated with the traditional discipline.

GOALS AND OBJECTIVES: GRADE 5

AREA: MUSIC READING SKILLS

Goal A: The learner will recognize relationships between written notation and sound, both visually and on an instrument

- Objective 1: The learner will identify the notes on a staff appropriate to their instrument.
- Objective 2: The learner will demonstrate the correct use of whole, half, dotted half, quarter, dotted quarter, and eighth notes, and corresponding rests. (Percussionist will be introduced to sixteenth notes)
- Objective 3: The learner will apply repeat signs, da capo, slurs and dynamics, extended rest.
- Objective 4: The learner will identify key signatures as applied to instrument.
- Objective 5: The learner will demonstrate understanding of fingering charts as applied to their instrument.

AREA: LISTENING SKILLS

Goal A: The learner will demonstrate listening skills.

- Objective 1: The learner will identify the correct sound of their instrument.
- Objective 2: The learner will echo rhythmic patterns.
- Objective 3: The learner will identify the pulse of music.
- Objective 4: The learner will attend a live performance.
- Objective 5: The learner will recognize the difference between unison and harmony.
- Objective 6: The learner will recognize the difference between melody and accompaniment.

AREA: PERFORMANCE SKILLS

Goal A: The learner understands how the instrument translates printed music to the listening audience.

- Objective 1: The learner will demonstrate an awareness of the correct pitch appropriate to their instrument
- Objective 2: The learner will demonstrate independence of part in the full ensemble.
- Objective 3: The learner will demonstrate expressive qualities of dynamics and tempo in music.
- Objective 4: The learner will use correct embouchure, posture, hand position, and breathing skills.
- Objective 5: The learner will adhere to concert etiquette principles.

AREA: ENSEMBLE SKILLS

Goal A: The learner will understand the individuals contribution to the group effort.

Objective 1: The learner will demonstrate awareness and respond to the director's leadership

Objective 2: The learner will demonstrate the responsibilities of a good ensemble performer. (attendance, learning of a part, respect for others in the ensemble and the development of group goals)

Objective 3: The learner will recognize the importance of instrumental blend.

AREA: HISTORICAL AND CULTURAL SKILLS

Goal A: The learner will understand how music relates to society, culture and history.

Objective 1: The learner will play music from different cultures.

Objective 2: The learner will explore music from different historical periods.

Objective 3: The learner will explore the historical and cultural elements of his/her instrument.

Objective 4: The learner will continue to explore careers in music.

UPON COMPLETION OF GRADE 5

The learner will participate in an ensemble performance with correct posture, embouchure, hand position, and breathing skills.

The learner will play eight notes on his/her instrument.

The learner will accurately read and perform simple rhythm patterns and melodies.

The learner will recognize patterns in written music.

The learner will attend a live performance.

msad #34

**gRADE
5**

**VOCAL
MUSIC
CURRICULUM**

MSAD #34
Vocal Music Curriculum
Grade: 5

PREFACE:

Music has been a vital part of every society since the beginning of time. We believe that the value in music exists in its potential for enhancing the quality of our lives by broadening the boundaries of our thinking and actions.

The intellectual demands of music help students develop problem-solving abilities and thinking skills as analyzing, synthesizing, and evaluating. Numerous studies point toward a consistent and positive correlation between substantive education in music and student achievement in other subjects. A comprehensive, well designed music education program engages students in progress that helps them develop self esteem, self discipline, cooperation, and self motivation necessary for success in life. Most importantly, music should be experienced and studied for their own intrinsic value. Experiencing and creating music brings lifelong enjoyment to students and an array of expressive, analytical, and developmental tools to use in their daily lives.

GUIDING PRINCIPLES

- 1. A clear and effective communicator**
 - Uses oral, written, visual, artistic, and technological modes of expression
 - Reads, listens to and interprets messages from multiple sources
 - Uses English and at least one other language

- 2. A self-directed and life-long learner**
 - Demonstrates the capacity to undertake independent study
 - Finds and uses information from libraries, electronic data bases, and other resources
 - Creates career and education plans that reflect personal goals, interests and skills, and available resources

- 3. A creative and practical problem solver**
 - Observes situations objectively to clearly and accurately define problems
 - Identifies patterns, trends, and relationships that apply to solutions to problems
 - Generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response
 - Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions

- 4. A responsible and involved citizen**
 - Understands the importance of accepting responsibility for personal decisions and actions
 - Recognizes and understands the diverse nature of society
 - Knows the means of achieving personal and community health and well-being
 - Recognizes the power of personal participation to affect the community and demonstrates participation skills

- 5. A collaborative and quality worker**
 - Demonstrates reliability, flexibility, and concern for quality
 - Knows the structure and functions of the labor market
 - Assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace

- 6. An integrative and informed thinker**
 - Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparations
 - Comprehends relationships among different modes of thought and methods associated with the traditional discipline.

GOALS AND OBJECTIVES: GRADE 5

UNIT: Music Reading Skills:

Goal A: The learner will recognize relationships between written notation and sounds, both visually and orally.

Objective 1: The learner will identify the notes on the treble clef and two ledger lines below the staff.

Objective 2: The learner will demonstrate the correct use of whole, half, dotted half, quarter, dotted quarter, and eighth notes, and corresponding rests.

Objective 3: The learner will apply repeat signs, da capo, slurs, and dynamics.

Objective 4: The learner will follow a two part octavo score.

Objective 5: The learner will read and identify steps and skips from a music staff

AREA: LISTENING SKILLS

Goal A: The learner will demonstrate listening skills.

Objective 1: The learner will apply the concept of up and down in steps and skips.

Objective 2: The learner will echo rhythmic patterns.

Objective 3: The learner will identify the pulse of music.

Objective 4: The learner will demonstrate the difference between a speaking voice and singing voice.

Objective 5: The learner will recognize clear diction.

Objective 6: The learner will recognize the difference between unison and harmony.

Objective 7: The learner will attend a live performance.

AREA: PERFORMANCE SKILLS

Goal A: The learner will understand how the voice translates printed music to the listening audience.

Objective 1: The learner will demonstrate an awareness of pitch and timbre through unison singing.

Objective 2: The learner will demonstrate independence of part in two part singing.

Objective 3: The learner will demonstrate expressive qualities of dynamics and tempo in music.

Objective 4: The learner will use correct posture and breathing skills.

Objective 5: The learner will produce a variety of timbres through vocal placement

Objective 6: The learner will adhere to concert etiquette principles.

AREA: ENSEMBLE SKILLS

Goal A: The learner will understand the individuals contribution to the group effort.

Objective 1: The learner will demonstrate an awareness and respond to the director's leadership.

Objective 2: The learner will demonstrate the responsibilities of a good ensemble performer (attendance, learning of a part, respect for others in the ensemble and the development of group goals)

Objective 3: The learner will recognize the importance of vocal blend.

AREA: HISTORICAL AND CULTURAL SKILLS

Goal A: The learner understand how music relates to society, culture, and history.

Objective 1: The learner will sing songs from different cultures.

Objective 2: The learner will sing songs in different languages.

Objective 3: The learner will explore songs from different historical periods.

Objective 4: The learner will explore different careers in music.

UPON COMPLETION OF GRADE 5

The learner will participate in an ensemble performance.

The learner will sing in unison and two part harmony using octavo scores.

The learner will sing in different languages.

The learner will recognize patterns in written music.

The learner will attend a live performance while practicing the rules of etiquette.

msad #34

**gRADES
6 - 8**

**INSTRUMENTAL
MUSIC
CURRICULUM**

MSAD #34

Instrumental Music Curriculum
Troy Howard Middle School
Grades: 6-8

PREFACE:

Music has been a vital part of every society since the beginning of time. We believe that the value in music exists in its potential for enhancing the quality of our lives by broadening the boundaries of our thinking and actions.

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GUIDING PRINCIPLES

- 1. A clear and effective communicator**
 - Uses oral, written, visual, artistic, and technological modes of expression
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 - Demonstrates the capacity to undertake independent study
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- 3. A creative and practical problem solver**
 - Observes situations objectively to clearly and accurately define problems
 - Identifies patterns, trends, and relationships that apply to solutions to problems
 - Generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response
 - Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions

- 4. A responsible and involved citizen**

- Understands the importance of accepting responsibility for personal decisions and actions
- Recognizes and understands the diverse nature of society
- Knows the means of achieving personal and community health and well-being
- Recognizes the power of personal participation to affect the community and demonstrates participation skills

5. A collaborative and quality worker

- Demonstrates reliability, flexibility, and concern for quality
- Knows the structure and functions of the labor market
- Assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace

6. An integrative and informed thinker

- Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparations
- Comprehends relationships among different modes of thought and methods associated with the traditional discipline.

GOALS AND OBJECTIVES: GRADE 6

AREA: MUSIC READING SKILLS

Goal A: The learner will recognize relationships between written notation and sounds, both visually and orally.

Objective 1: The learner will recognize syncopated eighth note rhythms.

Objective 2: The learner will recognize sixteenth note rhythm.

Objective 3: The learner will explore compound and simple meters.

Objective 4: The learner will continue to expand knowledge of notes and their relative fingerings.

Objective 5: The learner will recognize flats, sharps, and natural signs.

Objective 6: The learner will recognize key signatures and understand how they apply to the scale.

Objective 7: The learner will recognize notes by pitch names.

AREA: LISTENING SKILLS

Goal A: The learner will demonstrate listening skills through the elements of music. (melody, harmony, etc.)

Objective 1: The learner will continue to demonstrate the characteristic sound of their instrument.

Objective 2: The learner will echo more complex rhythmic patterns.

Objective 3: The learner will identify a steady beat.

Objective 4: The learner will attend a live performance to develop listening skills.

Objective 5: The learner will demonstrate intonation.

Objective 6: The learner will identify musical phrases.

AREA: PERFORMANCE SKILLS

Goal A: The learner will understand how the instrument translates printed music to the listening audience.

Objective 1: The learner will demonstrate an awareness of the correct pitch appropriate to his/her instrument.

Objective 2: The learner will demonstrate independence of part in the full ensemble.

Objective 3: The learner will demonstrate expressive qualities of dynamics and tempo in music.

Objective 4: The learner will use correct embouchure, posture, hand position, and breathing skills.

Objective 5: The learner will adhere to concert etiquette principles.

Objective 6: The learner will demonstrate an increase in technical facility.

Objective 7: The learner will demonstrate an extended range on their instrument.

Objective 8: The learner will demonstrate the use of articulation. (slurs, staccato, accents)

Objective 9: The percussionist will demonstrate knowledge of rolls, flams, ruffs, and paradiddles.

Objective 10: The percussionist will demonstrate basic drum set facility.

AREA: ENSEMBLE SKILLS

Goal A: The learner will understand the individual's contribution to the group effort.

- Objective 1: The learner will demonstrate an awareness and respond to the director's leadership and be able to follow simple beat patterns and cues.
- Objective 2: The learner will demonstrate the responsibilities of a good ensemble performer. (attendance, learning of individual part, respect for others in the ensemble, and the development of group goals)
- Objective 3: The learner will recognize the importance of instrumental blend.
- Objective 4: The learner will be introduced to the role of the instrumentalist as both soloist and ensemble member.

AREA: HISTORICAL AND CULTURAL SKILLS

Goal A: The learner will understand how music relates to society, culture and history.

- Objective 1: The learner will recognize the emotional and social impact of musical performances of one's own life, in the community and in other cultures.
- Objective 2: The learner will participate in marching as a historical and cultural experience.
- Objective 3: The learner will gain the knowledge and discipline needed to pursue careers and opportunities in music.
- Objective 4: The learner will recognize that music is a life long learning experience.

GOALS AND OBJECTIVES: GRADE 7 AND 8

AREA: MUSIC READING SKILLS

Goal A: The learner will begin to gain independence in the relationships between notation and sounds both visually and instrumentally.

- Objective 1: The learner will count rhythms including: whole, dotted half, half, dotted quarter, quarter, dotted eighth, eighth, dotted sixteenth, sixteenth, triplets, and their corresponding rests.
- Objective 2: The learner will expand music vocabulary to include tempos, dynamics, and articulations.
- Objective 3: The learner will identify whole and half steps in the tetra chord.
- Objective 4: The learner will read key signatures up to four sharps and four flats.
- Objective 5: The learner will identify simple and compound meters.

AREA: LISTENING SKILLS

Goal A: The learner will demonstrate listening skills through the elements of music. (melody, harmony, etc.)

- Objective 1: The learner will continue to demonstrate the characteristic sound of his/her instrument.
- Objective 2: The learner will echo more complex rhythmic patterns.
- Objective 3: The learner will recognize proper balance and blend in a performance.
- Objective 4: The learner will attend a live performance to develop listening skills.
- Objective 5: The learner will continue to recognize correct intonation.
- Objective 6: The learner will identify musical phrases.
- Objective 7: The learner will develop an understanding of stylistic differences in music.

AREA: PERFORMANCE SKILLS

Goal A: The learner understand how the instrument translates printed music to the listening audience.

- Objective 1: The learner will demonstrate an awareness of the correct pitch, intonation, and characteristic sound appropriate to his/her instrument.
- Objective 2: The learner will demonstrate independence of part in the full ensemble.
- Objective 3: The learner will develop an awareness of vibrato as applied to his/her instrument where applicable.
- Objective 4: The learner will use correct embouchure, posture, hand position, and breathing skills.
- Objective 5: The learner will adhere to concert etiquette principles as applied to various concert styles. (jazz, rock, classical)
- Objective 6: The learner will demonstrate an increase in technical facility, expressive techniques, articulations and control of his/her instrument.
- Objective 7: The learner will demonstrate an extended range on his/her instrument.
- Objective 8: The percussionist will demonstrate knowledge of timpani, mallet instruments, and auxiliary percussion equipment use and care and maintenance.
- Objective 9: The percussionist will demonstrate knowledge of the 13 rudiments.
- Objective 10: The percussionist will demonstrate basic drum set facility.

AREA: ENSEMBLE SKILLS

Goal A: The learner will understand the individual's contribution to the group effort.

- Objective 1: The learner will demonstrate an awareness and respond to the director's leadership and be able to follow simple beat patterns and cues.
- Objective 2: The learner will demonstrate the responsibilities of a good ensemble performer to include:
- attendance at rehearsals and performances
 - adequate preparation of the music,
 - respect for oneself and others in the ensemble
 - the development of group goals
 - and maintenance of one's own instrument, music, and equipment
- Objective 3: The learner will recognize the importance of instrumental blend.
- Objective 4: The learner will be introduced to the role of the instrumentalist as both soloist and ensemble member.

AREA: HISTORICAL AND CULTURAL

Goal A : The learner will understand how music relates to society, culture, and history.

- Objective 1: The learner will recognize the emotional and social impact of musical performances of ones own life, in the community, and in other cultures.
- Objective 2: The learner will participate in marching as a historical and cultural experience.
- Objective3: The learner will gain the knowledge and discipline needed to pursue careers, hobbies and opportunities in music.
- Objective 4: The learner will recognize that music is a life-long learning experience.
- Objective 5: The learner will recognize the historical periods of music.

UPON COMPLETION OF GRADE 8:

The learner will be able to sight read an unfamiliar piece of music, which involves counting, interpreting and performing.

The learner will understand his/her instrument's role in relationship to melody, harmony, tone, and balance within the band setting.

The learner will be able to demonstrate the skills necessary in an instrumental performance. (pitch, tone, style, articulation, dynamics, etc.)

The learner will understand his/her own contributions to the group effort of an ensemble.

The learner will understand how music relates to society, culture, and history.

The learner will understand appropriate etiquette while attending and participating in a live performance.

msad #34

gRADES 6 - 8

VOCAL MUSIC CURRICULUM

MSAD #34
Vocal Music Curriculum
Grades: 6-8

PREFACE:

Music has been a vital part of every society since the beginning of time. We believe that the value in music exists in its potential for enhancing the quality of our lives by broadening the boundaries of our thinking and actions.

The intellectual demands of music help students develop problem-solving abilities and thinking skills as analyzing, synthesizing, and evaluating. Numerous studies point toward a consistent and positive correlation between substantive education in music and student achievement in other subjects. A comprehensive, well designed music education program engages students in progress that helps them develop self esteem, self discipline, cooperation, and self motivation necessary

for success in life. Most importantly, music should be experienced and studied for their own intrinsic value. Experiencing and creating music brings lifelong enjoyment to students and an array of expressive, analytical, and developmental tools to use in their daily lives.

GUIDING PRINCIPLES

- 1. A clear and effective communicator**
 - Uses oral, written, visual, artistic, and technological modes of expression
 - Reads, listens to and interprets messages from multiple sources
 - Uses English and at least one other language
- 2. A self-directed and life-long learner**
 - Demonstrates the capacity to undertake independent study
 - Finds and uses information from libraries, electronic data bases, and other resources
 - Creates career and education plans that reflect personal goals, interests and skills, and available resources
- 3. A creative and practical problem solver**
 - Observes situations objectively to clearly and accurately define problems
 - Identifies patterns, trends, and relationships that apply to solutions to problems
 - Generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response
 - Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions
- 4. A responsible and involved citizen**
 - Understands the importance of accepting responsibility for personal decisions and actions
 - Recognizes and understands the diverse nature of society
 - Knows the means of achieving personal and community health and well-being
 - Recognizes the power of personal participation to affect the community and demonstrates participation skills
- 5. A collaborative and quality worker**
 - Demonstrates reliability, flexibility, and concern for quality
 - Knows the structure and functions of the labor market
 - Assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace
- 6. An integrative and informed thinker**
 - Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparations
 - Comprehends relationships among different modes of thought and methods associated with the traditional discipline.

GOALS AND OBJECTIVES: GRADE 6

AREA: MUSIC READING SKILLS

Goal A: The learner will recognize relationships between written notation and sounds, both orally and visually

Objective 1: The learner will recognize syncopated eighth note rhythms

Objective 2: The learner will recognize sixteenth note rhythms

Objective 3: The learner will explore compound and simple meters

Objective 4: The learner will continue to read and identify steps and skips from a music staff.

AREA: LISTENING SKILLS

Goal A : The learner will demonstrate listening skills.

Objective 1: The learner will continue to apply the concept of up and down and steps and skips.

Objective 2: The learner will continue to echo more complex rhythmic patterns.

Objective 3 The learner will continue to recognize clear diction.

Objective 4: The learner will develop an understanding of vocal changes through puberty.

Objective 5: The learner will continue to recognize the difference between unison and harmony

Objective 6: The learner will listen to and identify various vocal ensembles

AREA: PERFORMANCE SKILLS

Goal A: The learner will understand how the voice translates printed music to the listening audience.

Objective 1: The learner will continue to demonstrate an awareness of pitch and timbre through unison singing.

Objective 2: The learner will demonstrate independence of part in two part harmony.

Objective 3: The learner will continue to demonstrate expressive qualities of dynamics and tempo in music.

Objective 4: The learner will use appropriate body language as dictated by the director.

Objective 5: The learner will be introduced to appropriate vowel and consonant sound as dictated in the music and by the director

Objective 6: The learner will adhere to concert etiquette principles both as a performer and as a member of an audience.

Objective 7: The learner will be introduced to three-part singing.

AREA: ENSEMBLE SKILLS

Goal A: The learner will understand the individual's contribution to the ensemble.

Objective 1: The learner will demonstrate an awareness and respond to the director's leadership and be follow simple beat patterns.

Objective 2: The learner will demonstrate the responsibilities of a good ensemble performer. Responsibilities include:

- attendance
- learning of a part
- respect for others in the ensemble
- the development of group goals

Objective 3: The learner will recognize the importance of vocal blend.

Objective 4: The learner will be introduced to the role of the singer as both soloist and ensemble member

AREA: HISTORICAL AND CULTURAL SKILLS

Goal A: The learner will understand how music relates to society, culture, and history.

Objective 1: The learner will recognize the emotional and social impact of musical performances of one's own life, in the community, and in other cultures.

Objective 2: The learner will gain the knowledge and discipline needed to pursue careers and the opportunities in the music.

GOALS AND OBJECTIVES: GRADE 7 & 8

AREA: MUSIC READING SKILLS

Goal A: The learner will recognize relationships between notation and sounds both visually and orally.

Objective 1: The learner will identify whole and half steps in tetra chords.

Objective 2: The learner will follow two and three part octavo scores.

Objective 3: The learner will use vocal terminology. (soprano, alto, cambiato, baritone)

Objective 4: The learner will identify the notes of the bass clef notation.

Objective 5: The learner will demonstrate sight singing skills within a major octave.

AREA: LISTENING SKILLS

Goal A : The learner will demonstrate listening skills through the elements of music (melody, harmony, etc.)

Objective 1: The learner will recognize diatonic intervals.

Objective 2: The learner will demonstrate the numerical counting system. (1+2+etc.)

Objective 3: The learner will continue to recognize vocal placement.

Objective 4: The learner will develop skills to accommodate the changing voice.

Objective 5: The learner will listen to and identify various vocal ensembles.

AREA: PERFORMANCE SKILLS

Goal A: The learner will understand how the voice translates printed music to the listening audience.

Objective 1: The learner will demonstrate expressive qualities of timbre, dynamics, tempo, and phrasing in music.

Objective 2: The learner will practice and perform with correct posture.

Objective 3: The learner will demonstrate etiquette principles as they apply to the concert situation.

AREA: ENSEMBLE SKILLS

Goal A: The learner will understand the individuals contribution to the group effort.

Objective 1: The learner will demonstrate part independence within a large ensemble.

Objective 2 The learner will demonstrate the responsibilities of a good ensemble performer. (attendance, learning of a part, respect for others in the ensemble and the development of group goals)

Objective 3: The learner will demonstrate blend and balance within the large ensemble.

Objective 4: The learner will explore the role of the singer as both soloist and ensemble member.

Objective 5: The learner will respond to the director's interpretive gestures.

AREA: HISTORICAL AND CULTURAL SKILLS

Goal A: The learner will understand how music relates to society, culture and history

Objective 1: The learner will recognize the emotional and social impact of musical performances of one's own life, in the community, and in other cultures.

Objective 2: The learner will gain the knowledge and discipline needed to pursue careers and opportunities in music

UPON COMPLETION OF GRADE 8

The learner will interpret choral music for pitch and rhythmic notation.

The learner will differentiate the elements of music in sound.

The learner will recognize different vocal ensembles.

The learner will perform with expression, posture, intonation, and articulation.

The learner will demonstrate his/her role, responsibilities, and musicianship while performing in a vocal ensemble.

The learner will understand the important role music has in our society/culture.

The learner will perform using the etiquette principles as applied to the concert situation.

msad #34

bahs

INSTRUMENTAL MUSIC CURRICULUM

**MSAD #34
Instrumental Music
Belfast Area High School**

PREFACE:

Music has been a vital part of every society since the beginning of time. We believe that the value in music exists in its potential for enhancing the quality of our lives by broadening the boundaries of our thinking and actions.

The intellectual demands of music help students develop problem-solving abilities and thinking skills as analyzing, synthesizing, and evaluating. Numerous studies point toward a consistent and positive correlation between substantive education in music and student achievement in other subjects. A comprehensive, well designed music education program engages students in progress that helps them develop self esteem, self discipline, cooperation, and self motivation necessary for success in life. Most importantly, music should be experienced and studied for their own intrinsic value. Experiencing and creating music brings lifelong enjoyment to students and an array of expressive, analytical, and developmental tools to use in their daily lives.

AREA: MUSIC READING SKILLS

Goal A: The learner will recognize relationships between notation and sounds, both visually and instrumentally.

Objective 1: The learner will demonstrate proficiency in key signatures up to four sharps and four flats.

Objective 2: The learner will recognize relative minor keys and scales.

Objective 3: The learner will apply knowledge of compound, odd, and changing meters.

Objective 4: The learner will learn and use the components of sight reading.

Objective 5: The learner will recognize more complex rhythm patterns.

Objective 6: The learner will demonstrate diatonic and chromatic intervals.

Objective 7: The learner will increase vocabulary of music terminology and symbols.

AREA: LISTENING SKILLS

Goal A: The learner will demonstrate listening skills.

Objective 1: The learner will identify the elements in compositional styles and periods in instrumental music.

Objective 2: The learner will listen analytically and critically to instrumental performance. (balance, blend, articulation, intonation, dynamics, phrasing)

Objective 3: The learner will identify with the emotions a composition represents.

Objective 4: The learner will demonstrate the characteristic sound of his/her instrument.

Objective 5: The learner will recognize sections that are combined to construct the form of the piece.

AREA: PERFORMANCE SKILLS

Goal A: The learner will understand how the instrument translates printed music to the listening audience.

Objective 1: The learner will demonstrate proper breathing, embouchure, posture, and hand position.

- Objective 2: The learner will demonstrate an awareness of the correct pitch, intonation, and characteristic sound appropriate to his/her instrument through an expanded range.
- Objective 3: The learner will demonstrate the use of vibrato as applied to his/her instrument.
- Objective 4: The learner will demonstrate the understanding of the tuning requirements/deficiencies of his/her own instrument.
- Objective 5: The learner will apply expressive qualities of timbre, dynamics, tempo, and phrasing to various styles in music.
- Objective 6: The learner will continue to perform repertoire from a variety of styles and periods.
- Objective 7: The learner will adhere to concert etiquette principles as applied to various concert styles.
- Objective 8: The learner will demonstrate advanced techniques to his/her instrument.

AREA: ENSEMBLE SKILLS

Goal A: The learner will understand the individuals contribution to the group effort.

- Objective 1: The learner will demonstrate blend, balance, intonation within small and large ensembles.
- Objective 2: The learner will demonstrate an understanding of conductor's musically interpretive gestures.
- Objective 3: The learner will demonstrate responsible behavior in the ensemble. (respect for self, adequate preparation of the music, attendance at rehearsals and performances, maintenance of one's own instrument, music, and equipment.)

AREA: HISTORICAL AND CULTURAL

Goal A: The learner will understand how music relates to society, culture, and history.

- Objective 1: The learner will compare and contrast the music elements of genres, styles, periods, and cultures.
- Objective 2: The learner will develop a performing piece in response to a historical, social, or cultural condition.
- Objective 3: The learner will gain the knowledge to pursue careers and opportunities in

music.

UPON COMPLETION OF BAHS INSTRUMENTAL MUSIC

The learner is able to create a performance to communicate ideas, feelings, or meanings integrating one's distinct style, technical skills, and the creative process.

The learner will listen, analyze, and critic a performance of music.

The learner is able to understand how music is integrated into other disciplines.

The learner is able to understand the elements of music in different styles, periods, and how this relates to different cultures.

The learner will develop a performance in response to historical, social, and cultural ideas, feelings, and meanings through a variety of genres.

The learner will understand the role of performing arts in persuading contemporary themes and issues.

The learner will understand the use of music in society as a means of renewal, recreational, and careers.

msad #34

bahs

VOCAL MUSIC CURRICULUM

**MSAD #34
Vocal Music Curriculum
Belfast Area High School**

PREFACE:

Music has been a vital part of every society since the beginning of time. We believe that the value in music exists in its potential for enhancing the quality of our lives by broadening the boundaries of our thinking and actions.

The intellectual demands of music help students develop problem-solving abilities and thinking skills as analyzing, synthesizing, and evaluating. Numerous studies point toward a consistent and positive correlation between substantive education in music and student achievement in other subjects. A comprehensive, well designed music education program engages students in progress that helps them develop self esteem, self discipline, cooperation, and self motivation necessary for success in life. Most importantly, music should be experienced and studied for their own intrinsic value. Experiencing and creating music brings lifelong enjoyment to students and an array of expressive, analytical, and developmental tools to use in their daily lives.

GUIDING PRINCIPLES

- 1. A clear and effective communicator**
 - Uses oral, written, visual, artistic, and technological modes of expression
 - Reads, listens to and interprets messages from multiple sources
 - Uses English and at least one other language
- 2. A self-directed and life-long learner**
 - Demonstrates the capacity to undertake independent study

- Finds and uses information from libraries, electronic data bases, and other resources
 - Creates career and education plans that reflect personal goals, interests and skills, and available resources
- 3. A creative and practical problem solver**
- Observes situations objectively to clearly and accurately define problems
 - Identifies patterns, trends, and relationships that apply to solutions to problems
 - Generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response
 - Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions
- 4. A responsible and involved citizen**
- Understands the importance of accepting responsibility for personal decisions and actions
 - Recognizes and understands the diverse nature of society
 - Knows the means of achieving personal and community health and well-being
 - Recognizes the power of personal participation to affect the community and demonstrates participation skills
 -
- 5. A collaborative and quality worker**
- Demonstrates reliability, flexibility, and concern for quality
 - Knows the structure and functions of the labor market
 - Assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace
 -
- 6. An integrative and informed thinker**
- Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparations
 - Comprehends relationships among different modes of thought and methods associated with the traditional discipline.

GOALS AND OBJECTIVES:

AREA: MUSIC READING SKILLS

Goal A: The learner will recognize relationships between notation and sounds, both orally and visually.

- Objective 1: The learner will recognize key signatures as they relate to tonal centers.
(expand to four sharps and flats)
- Objective 2: The learner will sight sing in simple four part harmony.
- Objective 3: The learner will recognize more complex rhythm patterns and chromatics.
(syncopation, dotted rhythms, and compound and changing meters)
- Objective 4: The learner will demonstrate diatonic and chromatic intervals up to an octave.
- Objective 5: The learner will increase vocabulary of music terminology.

AREA: LISTENING SKILLS

Goal A: The learner will demonstrate listening skills.

- Objective 1: The learner will recognize and produce major, minor, diminished and augmented intervals in context.
- Objective 2: The learner will identify the elements of music in compositional styles and periods in vocal music.
- Objective 3: The learner will listen analytically and critically to vocal performance.
(balance, blend, diction, intonation, vowel and consonant sounds)
- Objective 4: The learner will identify correct vocal placement.

AREA: PERFORMANCE SKILLS

Goal A: The learner will understand how the voice translates printed music to the listening audience.

- Objective 1: The learner will demonstrate proper breathing.
- Objective 2: The learner will continue to develop skills to accommodate the changing voice. (head, chest and falsetto)
- Objective 3: The learner will demonstrate expanded vocal ranges within each vocal section.
- Objective 4: The learner will further develop proper vocal placement.
- Objective 5: The learner will continue to recognize expressive qualities of timbre, dynamics, tempo, and phrasing in music.
- Objective 6: The learner will demonstrate proper diction in different languages.
- Objective 7: The learner will adhere to proper etiquette principles as they apply to the concert situation.
- Objective 8: The learner will continue to perform repertoire from a variety of styles,

periods, and in several languages.

Objective 9: The learner will demonstrate the understanding of how facial and body expression impacts the performance.

AREA: ENSEMBLE SKILLS

Goal A: The learner will understand the individuals contribution to the group effort.

Objective 1: The learner will demonstrate blend and balance within large ensembles.

Objective 2: The learner will demonstrate the ability to perform independent parts by singing in quartets.

Objective 3: The learner will demonstrate an understanding of conductor's musically interpretive gestures.

Objective 4: The learner will be exposed to performing with a variety of instrumental accompaniments as well as a cappella singing.

AREA: HISTORICAL AND CULTURAL SKILLS

Goal A: The learner will understand how music relates to society, culture, and history.

Objective 1: The learner will compare and contrast the music elements of genres, styles, periods, and cultures.

Objective 2: The learner will develop a performing piece in response to a historical, social or cultural condition using a variety of forms.

UPON COMPLETION OF BAHS VOCAL MUSIC

The learner is able to create a performance to communicate ideas, feelings, or meanings integrating one's distinct style, technical skills, and the creative process.

The learner will listen, analyze, and critic a performance of music.

The learner is able to understand how music is integrated into other disciplines.

The learner is able to understand the elements of music in different styles, periods, and how this relates to different cultures.

The learner will develop a performance in response to historical, social, and cultural ideas, feelings, and meanings through a variety of genres.

The learner will understand the role of performing arts in persuading contemporary themes and issues.

The learner will understand the use of music in society as a means of renewal, recreational, and careers.

MSAD #34



Advanced Placement

Music Theory

Advanced Placement Program Course

Starting in May of 2000, the aural examples for the written portion of the exam will be delivered on a compact disc (CD). Starting pitches for sight-singing will continue to be on cassette tape. Supplemental information is available at www.collegeboard.org/ap/music

Description

Music Theory

May 1999, May 2000

The College Board
Educational Excellence for All Students

AP Music Theory

The Development Committee in Music has sought the advice of both high school and college faculties to define the scope of work that would be equivalent to that of first-year college courses in music theory. Because the theory curriculum varies considerably from college to college, the Development Committee has chosen to provide general guidelines rather than a precise course description. The *Teacher's Guide – Music Theory* contains several sample syllabi of actual AP and college theory courses. Additional resources for teachers include workshops offered by the College Board Regional Offices and advice from members of the Development Committee. Committee members, listed on the back cover, welcome hearing from AP teacher who wish to consult with them.* Although these guidelines may match no particular college program, they do reflect the coverage of content and level of skills typical of most first-year college courses. With the following guidelines in mind, each AP teacher is encouraged to give the course the design and emphasis that his or her specific situation and training logically suggest.

* Contact ETS consultants Janet Waanders (jwaanders@ets.org) or Brent Sandene (bsandene@ets.org) to be put in touch with the committee member.

sight-singing skills	}	through	{	performance exercises
written skills	}	through	{	written exercises
compositional skills	}	through	{	creative exercises
analytical skills	}	through	{	analytical exercises

Course Content

The course should seek first to instill mastery of the rudiments and terminology of music, including:

- notation
- intervals
- scales and keys
- chords
- metric organization
- rhythmic patterns

It is advisable to address these basic concepts through listening to a wide variety of music, including not only music based in the European classical tonal system but also contemporary, jazz, and popular music, and the music of other cultures. Although beginning college courses focus primarily on the system of major-minor tonality, they often incorporate at least a brief introduction to the church modes, pentatonic and other scales, and twentieth-century techniques and terminology; moreover, there is increasing emphasis throughout college curricula on equipping students to deal with music of their own time and of various world cultures.

Attention should be given to the acquisition of correct notation skills. Speed and fluency with basic materials should be emphasized.

Building on this foundation, the course should progress to include more sophisticated and creative tasks, such as:

- composition of a bass line for a given melody, implying appropriate harmony
- realization of a figured bass
- analysis of repertoire, including study of motivic treatment, examination of rhythmic and melodic interaction between individual voices of a composition, and harmonic analysis of functional tonal passages

A brief introduction to twentieth-century scales, chordal structures, and compositional procedures should be incorporated, either through analysis or original composition.

Like most first-year college courses, the Advanced Placement course should emphasize procedures based in common practice tonality.

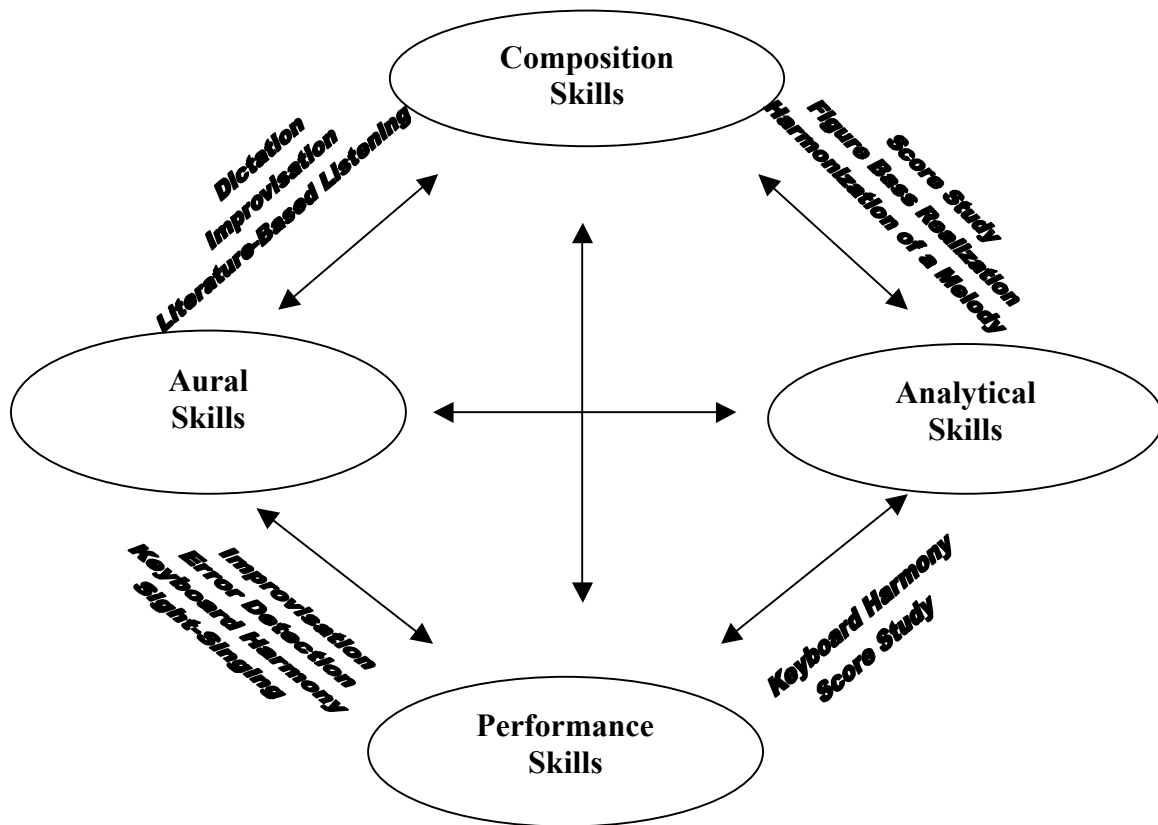
- functional triadic harmony in traditional four-voice texture (with vocabulary including non-harmonic tones and secondary dominants)
- tonal relationships
- modulation to closely related keys

The course should also emphasize:

- standard rhythms and meters
- phrase structure
- small forms (e.g., rounded binary, simple ternary, theme and variation, strophic)

Chromatic harmony, techniques of modulation, more distant key relationships, and larger musical forms may be touched upon but should generally receive less emphasis.

In an AP course in music theory, students should be required to read, notate, compose, perform, and listen to music. The figure below shows some of the ways in which exercises of various types foster and integrate these abilities.



<p style="text-align: center;">Notation Skills Knowledge of Terminology</p>

The development of aural skills is a primary objective of the Advanced Placement Music Theory course. Throughout the course, students should listen to musical works attentively and analytically, developing their “musical memory” and their ability to articulate responses to formal, stylistic, and aesthetic qualities of the works. Performance – using singing, keyboard, and students’ primary performance media – should also be a part of the learning process. Although sight-singing is the only performance skill that is directly tested by the examination, training in all these areas will develop the aural skills that are tested. * Once again, fluency and quickness with basic materials are essential.

Students should work both inside and outside the classroom. Regular homework assignments are an indispensable component of instruction. Whenever possible, teachers should provide access to practice space and equipment for out-of-class assignments. Music libraries, especially those with substantial holdings in recorded music, can be an invaluable enhancement to the course. Where concert performances are accessible, teachers are encouraged to use them as extensions of the classroom and to allot class time accordingly: pre-concert activities such as sight-singing, dictation, and analysis of excerpts chosen from the concert program, or post concert reports guided by well-designed study questions, help students connect the content of the theory class with the world of live music. Many meaningful exercises can likewise be derived from the students’ own solo and ensemble repertoire. In addition to technical knowledge and skills, students should gain exposure to and familiarity with a wide variety of musical literature and the ability to apply their knowledge and skills to it.

* The *Teacher’s Guide – Music Theory* contains a short essay describing various approaches to teaching sight-singing. The essay and materials referenced in the bibliography of the Guide may be helpful to instructors who wish to augment their current sight-singing instruction with new exercises or techniques.

Sample Syllabuses

Syllabus 1

The syllabuses included in this section were selected for their variety and appropriateness for the AP Music Theory course. There is no “standard” course in music theory at the college level, and the AP Music Theory Program does not endorse any particular curriculum or approach to teaching AP Music Theory. The AP Music Theory Development Committee does agree, however, that an AP course syllabus should meet the general content guidelines described in the *Course Description* published by the College Board, and should be designed to cover the course content in a logical sequence, consistent with the individual instructor’s teaching philosophy and style. The syllabuses in this section show that it is possible to meet this objective in a variety of ways.

* Palo Alto High School is located in Palo Alto, California, which is halfway between San Francisco and San Jose. Approximately 1,100 students are enrolled in grades 9-12. More than 90 percent of the school’s graduates attend college.

Thirteen AP courses were offered in the 1992-93 academic year, which was 36 weeks long with three to four weeks of class time following the AP Exam. Classes met every day for 45-50 minutes. Any interested student could enroll in the AP Music Theory course. Students in this

* Kathlyn Fujikawa, Palo Alto High School, Palo Alto, California

class were not required to take the AP Exam, but those who did received a weighted grade for the course.

CURRICULUM	
Semester 1: September - January	
NOTATION/WRITING SKILLS	EAR-TRAINING AND AURAL SKILLS
I. Basic Notation Musical alphabet, staff, ledger lines Grand staff, clefs, letter names Keyboard familiarity Signs, symbols, abbreviations	Beginning Listening Practice Direction: up, down, same
II. Rhythmic Elements Note and rest values Time signatures Rhythmic patterns Rhythmic canons and compositions	Rhythmic Dictation
III. Major Scales Tetrachords, whole and half steps Key signatures, circle of fifths	Melodic Dictation Major scale Scale patterns 1-4 measures long Sight singing scale patterns
IV. Melodic Structure Shape, phrase Melody writing	Recognition of: Meter, mode, scale patterns Phrase endings
V. Minor Scales Natural, harmonic, melodic minor Key signatures	Melodic Dictation In minor 1-4 measures long

Relative/parallel, major/minor Composition exercises	Sight singing
VI. Intervals Major, minor, diminished augmented, perfect Consonant/dissonant Resolution of dissonances	Interval Recognition Melodic and harmonic sight-singing
VII. Counterpoint Begin non-harmonic tones Passing and neighboring tones Composition and analysis	
VIII. Harmonic Elements Triads: major, minor, augmented, diminished I, IV, V progression: root position Voice leading/four-part writing Voicing a given melody	Recognition of: Chord types Chord patterns Chord progressions 3-4 chords
IX. Cadences Authentic, half, plagal Period construction Analysis of actual compositions	Recognition of Cadences From the keyboard From recordings More melodic dictation Major and minor 4-8 measures long
X. Triads in the Minor Mode I, IV, V in root position	Harmonic Progressions In minor, 3-4 chords then increasing in number From “real” works using tapes, CD’s, keyboard reductions of orchestral scores
Semester 2: February - April	
XI. Secondary Triads in Major and Minor Chord substitution; altered chords Composition and analysis	Harmonic Progression Primary and secondary triads Major and minor modes
XII. Inversion of Triads Figured bass	Two-Part Dictation Major and minor modes
XIII. Other Non-harmonic Tones Anticipation, appoggiatura pedal point Double neighboring tone, escape tone Suspension, rearticulated suspension Composition and analysis	Continue Listening Skills Practice From “real” literature (historical example) Phrases, cadences, mode Meter, instrumentation, harmonic progression
XIV. Dominant Seventh Chord Voicing, resolution of the 7 th Root position and inversions Modulation Composition and analysis	Continue Harmonic Progression Continue melodic dictation Continue sight singing
XV. Other Seventh Chords Voicing, voice leading, resolution of the 7 th	

Composition and analysis	
XVI. Orchestration Ranges of orchestral instruments Clefs, transposition	Analysis and Score Study From “real” literature
XVII. Modes and Other Scales Ecclesiastical modes, blues scale Pentatonic, chromatic	
XVIII. A Motive and Its Variations Sequence, inversion, ornamentation Extension, augmentation, diminution Retrograde, contraction	Analysis and Score Study
XIX. Structure and Form Binary, minuet-trio, fugue, rondo Theme and variation, chaconne Passacaglia, art song, sonata	Analysis and Score Study
XX. Begin Final Project: Original Composition	
XXI. Common Abbreviations, Symbols, Terminology	
Semester 3: May - June	
XXII. Preparation for the AP Exam	Melodic and Harmonic Dictation “Real” literature analysis
XXIII. Original Composition Project Continue writing Final manuscript Preparation for performance Rehearsal and practice Performance	
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MSAD #34
Belfast Area High School
AP Music Theory Syllabus

September – January

**I. Basics of Sound – Frequency (pitch), Duration (notes values), Amplitude (volume),
Tambre (tone color)**

- A. Pitch: Musical alphabet, staff, ledger lines, grand staff, clefs, etc.
- B. Note Values: Meter signatures, relative length
- C. Volume: Dynamic markings, articulations
- D. Tone color: Overtone series

Drills: MiBac Music Lessons, echo clapping, echo solfeggio

II. Scales

- A. Whole and half steps
- B. Tetra chords
- C. Major scale patterns/solfeg. syllables
- D. Major key signatures
- E. Circle of fifths
- F. Minor scale patterns/key signatures/circle of fifths

Drills: MiBac Music Lessons, scale pattern dictation/recognition/sight singing

III. Intervals

- A. Major, minor, augmented, diminished

- B. Melodic/harmonic
- C. Consonant/dissonant

Drills: MiBac Music Lessons, sight singing ascending intervals (Melodia)

IV. Harmonic Elements

- A. Triads: Major, minor, augmented, diminished
- B. Primary triads in major and minor (color and basic tones)
- C. I, IV, V progressions in root position in open and close position
- D. Secondary triads II, III, VI, VII

V. Melody

- A. Phrase (Bernstein's Young Peoples Concert Series)
- B. Chord tones (harmonizing folk songs)
- C. Non-chord tones (passing and neighbor)
- D. Cadences (half, authentic, and plagal)
- E. Shape
- F. Melodic/rhythmic motive
- G. Melodic devices (repetition, sequence, inversion, retrograde)

Assignment: Write a folk song using only primary triads that develops a motive. Support the melody with a chordal accompaniment, and write a harmony part that uses the color basic principle.

Drills: sight-singing step-wise melodies, 4 measure melodic dictation step-wise motion.

VI. Dominant Seventh Triads

- A. Primary dominant
- B. Secondary dominants

VII. Figured Bass

- A. Triads in inversions
- B. Roman Numerals/standard names of triads
- C. Complete figured bass (Roman and Arabic numerals)
- D. Expanded non-chord tones (anticipation, appoggiatura, pedal tone, escape tone, suspension, and retardation)
- E. Harmonic dictation-primary triads in root position
- F. Sight-singing with diatonic leaps

VIII. Musical Periods in History

- A. Early Music (before 1450)
- B. Renaissance (1450 – 1600)
- C. Baroque (1600 – 1750)
- D. Classical (1750 – 1825)
- E. Romantic (1825 – 1900)

- F. Impressionist (1885 – 1910)
- G. Contemporary (1900 – present)

Research Assignment:

Write a report (minimum 10 pages) on a musical period in history and present your findings to the class in a 20-minute presentation. Your report and presentation must include the following:

- Biographical information on 3 important composers of the period
- Characteristics of the music with written and recorded examples to illustrate
- Political, social, and religious influences that affected the music (use a timeline to illustrate)
- New forms and ideas that were introduced during the period

January – April

IX. Orchestration

- A. Ranges of orchestral instruments
- B. Clefs and transpositions
- C. Instrumental limitations

X. Traditional 18th Century Voice Leading Procedures

- A. Sound Style
- B. Singable registers
- C. Voice leading “rules” (spacing, doubling, motion, parallels)
- Two-part sight-singing and dictation

XI. Modes and Other Scales

- A. Ecclesiastical modes
- B. Blues scale
- C. Pentatonic
- D. Whole tone
- E. Chromatic (12 tone)

XII. Structure and Form

- A. Binary
- B. Sonata
- C. Passacaglia
- D. Fugue (counterpoint)
- E. Theme and Variations
- F. Rondo

XIII. Composition

- A. Tone painting
- B. Ornamentation
- C. Fragmentation
- D. Augmentation
- E. Diminution

Assignment: Write an original composition based on a poem of your choice for solo voice and piano.

XIV. Review for AP Exam

May – June

XV. Score Study

- A. Piano music
- B. Choral music
- C. Instrumental music

XVI. Final Project

- A. SATB with piano using the solo voice composition
- B. Arrange a folk song for a grade 4 WW choir, Brass quintet, or String quartet

Resources:

Software: MiBac Music Lessons I

Sight-Singing: Melodia Complete by Samuel Cole and Leo Lewis

Workbooks: Master Theory Books 2-5 by Charles Peters and Paul Yoder

AP Test Materials: College Board NY, NY, email: ap@collegeboard.org