

SIXTH GRADE General Music Outcomes and Performance Indicators

ABILITIES OUTCOMES (Apply the following to each Content Outcome)

1. APPLY ABILITIES TO MUSIC

- A. **HIGHER THINKING SKILLS:** Use thinking skills in music: classify, decide, compare, analyze, predict, generalize, evaluate
- B. **GOAL SETTING/ATTAINMENT:**
Make and use a plan to reach your goals: brainstorm, envision, plan, organize, persist
- C. **COMMUNICATIONS:** Be able to conduct research in music
- D. **QUALITY PROCESS:** Use the quality process in creating and performing music (plan, draft, analyze, revise, evaluate)

2. APPLY MUSIC SKILLS AND KNOWLEDGE

- A. Be able to enjoy music through listening and performing
- B. Understand the creative process and be able to create/improvise music
- C. Be able to evaluate and give your opinion about music
- D. Be able to respond to music in an emotional and physical manner
- E. Be able to use available technology to create and perform music
- F. Understand the interrelationship between music and history; music and the other disciplines
- G. Understand music as an expression of many cultures
- H. Be able to create a quality, expressive performance
- I. Be able to use instruments, equipment, and materials in a respectful and appropriate manner

UNIVERSAL OUTCOME: BE ABLE TO DEMONSTRATE PROPER PERFORMANCE AND AUDIENCE ETIQUETTE

- A. Attend all performances on time
- B. Dress appropriately
- C. Stay for the entire concert
- D. Be attentive, still, and quiet as a performer
- E. Enter or leave the audience only between groups
- F. Show appreciative and respectful attention to the performance of others
- G. Evaluate concert performances, (yours and others), and develop and use strategies to improve
- H. Adhere to the individual auditorium rules

CONTENT OUTCOMES

1. SINGING: KNOW TUNEFUL SINGING

- A. Understand the voice as a developing instrument
- B. Understand personal vocal range
- C. Be able to sing familiar songs tunefully in a group
- D. Be able to sing with good seated and standing posture

2. RHYTHM: UNDERSTAND METER

- A. Be able to read, write, count and perform quarter note, quarter rest, paired eighth notes, half note, half rest, dotted half note, whole note and whole rest using the traditional counting system
- B. Know duple, triple and quadruple meter; measure and bar line
- C. Be able to improvise a two-measure rhythm in duple meter
- D. Be able to move to a steady beat in duple and triple meter
- E. Be able to keep a steady beat while performing in duple and triple meter

3. MELODY: BE ABLE TO READ AND PERFORM MELODIES

- A. Be able to differentiate line and space notes
- B. Be able to follow a melody written on the treble staff
- C. Be able to read and play melodies on mallet percussion and recorder
- D. Understand the letter name system for the treble staff

4. TONE COLOR: UNDERSTAND TIMBRES OF INSTRUMENTS

- A. Understand the production of sound for each instrument family
- B. Visually and aurally identify four instruments from each instrument family
- C. Visually and aurally identify instruments of the Medieval, Renaissance, and Baroque musical periods

5. INSTRUMENTS: BE ABLE TO PLAY MALLET PERCUSSION AND RECORDER

- A. Be able to hold mallets properly
- B. Be able to bounce mallet on mallet percussion to make a ringing sound
- C. Be able to play using single hand and hands together
- D. Be able to play recorder with correct fingerings, breathe support, posture, and articulation

6. CULTURE/STYLE: KNOW AND PARTICIPATE IN MUSICAL OF EARLY TIME PERIODS

- A. Know and identify music of the Medieval, Renaissance, and Baroque musical periods
- B. Know about composers of the Medieval, Renaissance, and Baroque musical period, including basic facts and musical examples
- C. Know historical, social, and artistic events and people during the Medieval, Renaissance, and Baroque periods

7. COMPOSITION: CREATE AND PERFORM MUSICAL COMPOSITIONS

- A. Create, write, and perform a four measure rhythmic composition
- B. Create, write, and perform a four measure melodic composition for mallet percussion
- C. Create, write, and perform a four measure melodic composition for recorder
- D. Create, write, and perform a four part percussion score

8. MUSICAL THEATER: KNOW AND UNDERSTAND ELEMENTS OF MUSICAL THEATER

- A. Know the story, characters, composer, other background information, and musical excerpts from two contrasting styles of American Broadway musicals

Music

Course:	6 th Grade Chorus
Level:	Grade 6
Prerequisite:	Permission of instructor based upon recommendation of 5 th grade chorus director and/or audition.
Text:	<i>Sight-singing, Book 1</i> , various choral music selections and teacher-generated materials

Course Description and Overview: 6th Grade Chorus is designed to continue the technical and musical skills that were initiated during 4th and 5th grade. Students will participate in large group rehearsals every other day, and small group lessons bi-weekly. Students will perform two concerts throughout the year, and are also encouraged to participate in more challenging groups such as select chorus.

Course Objectives: Students will

- demonstrate appropriate methods and techniques for singing;
- demonstrate correct posture and singing position, including proper diaphragmatic breathing;
- perform musical selections including whole, half, quarter, eighth, sixteenth and dotted rhythms in common time, triple and duple meter;
- count and sight read basic rhythmic patterns;
- perform music in various styles including classical, pop/contemporary, jazz, gospel/spiritual, folk/patriotic, and Broadway;
- demonstrate appropriate concert performance etiquette;
- follow appropriate beat pattern;
- aurally analyze their performance and the performance of others based upon set listening criteria.

Requirements: As a skill-based course, students are required to “actively participate” during regularly scheduled rehearsals. Students are required to attend regularly scheduled lessons and perform lesson assignments on a regular basis. Students are required to attend and perform at two concerts per year and attend all dress rehearsals.

Writing Requirements: Students are asked to write reflections on their singing and on the chorus’ progress on a regular basis.

Evaluation/Grading Policy: Students are graded by the following criteria:

- Class participation and preparation 40%
- Steady progression/improvement on vocal skills demonstrated through performance of chorus music and lesson assignments 20%
- Concert attendance (Winter Concert, Spring Concert) 10%
- Improvement in sight-singing and music theory skills 10%
- Written assignments (reflections, music theory worksheets) 20%

Course Outline:

Quarter 1: What is my Role in the Ensemble?

- Review of classroom procedures
- Posture and set-up
- Breathing technique
- Following a choral octavo
- Rhythm charts
- New chorus music/sight singing
- Dynamics and articulation
- Notes of the treble clef

Quarter 2: Attention to Detail

- Taking the music to a new level
- Intonation and tone
- Balance
- Concert procedures and etiquette
- Watching the conductor
- Assisting your section
- Style

Quarter 3: Individual Technique

- Continued reinforcement of quarter 1 and 2 items
- Projecting sound
- More complex rhythms
- New dynamics (mf and mp)
- Music theory: counting dotted rhythms, sixteenth notes
- New chorus music in various styles/sight singing
- Solo/Small Ensemble Day

Quarter 4: Spring Concert and End-of-year Evaluation

- Continue to prepare for concert
- Writing program notes
- Performance evaluation essay
- Individual singing evaluations/auditions for next year
- Final performances

Music

Course:	6 th Grade Band
Level:	Grade 6
Prerequisite:	Permission of instructor based upon recommendation of 5 th grade director and/or audition.
Text:	<i>Accent on Achievement, Book 1</i> (Williams/O'Reilly) Various band music selections and teacher-generated materials

Course Description and Overview: 6th Grade Band is designed to continue the technical and musical skills that were initiated during 4th and 5th grade. Students will participate in rehearsals every other day, and small group lessons once a week. Students will perform two concerts throughout the year, and are also encouraged to join chamber ensembles and the jazz ensemble.

Course Objectives: Students will

- demonstrate appropriate methods for assembling the instrument;
- demonstrate correct posture and playing position;
- perform musical selections including whole, half, quarter, eighth, sixteenth and dotted rhythms in 4/4, 3/4 and 2/4 time;
- count and sight read basic rhythmic patterns;
- perform music in various styles including march, overture, jazz and 20th century;
- demonstrate appropriate concert performance etiquette;
- follow appropriate beat pattern;
- aurally analyze their performance and the performance of others based upon set listening criteria.

Requirements: As a skills-based course, students are required to practice regularly at home (20 minutes per school night). Students are required to attend regularly scheduled lessons and perform lesson assignments on a regular basis. Students are required to attend two concerts a year and all dress rehearsals.

Writing Requirements: Students are asked to write reflections on their playing and on the bands' progress on a regular basis.

Evaluation/Grading Policy: Students are graded by the following criteria:

- Class participation and preparation 20%
- Steady progression/improvement on instrumental skills demonstrated through performance of band music and lesson assignments 20%
- Concert attendance (Winter Concert, Spring Concert and Middle School Graduation) 10%
- Lesson attendance/participation 25%
- Lesson assignments (method book, scales and rudiments) 25%

Course Outline:

Quarter 1: What is my Role in the Ensemble?

- Review of classroom procedures
- Posture and set-up
- Fingerings for all instruments
- Scales/rudiments and warm-ups
- Rhythm charts
- New band music/sight reading
- Dynamics and articulation
- Individual lesson technique

Quarter 2: Attention to Detail

- Taking the music to a new level
- Intonation and tone
- Balance
- Concert procedures and etiquette
- Watching the conductor
- Assisting your section
- Style
- Whitman's Chocolate Challenge

Quarter 3: Individual Technique

- Over the break (clarinets)
- New notes – upper and lower register
- New dynamics (mf and mp)
- Counting dotted rhythms
- New band music in various styles
- Rhythm Day

Quarter 4: Spring Concert and Graduation

- Writing program notes
- Counting 16th notes
- Processional and recessional
- Final performances

SEVENTH GRADE General Music Outcomes and Performance Indicators

ABILITIES OUTCOMES (Apply the following to each Content Outcome)

1. APPLY ABILITIES TO MUSIC

- A. **HIGHER THINKING SKILLS:** Use thinking skills in music: classify, decide, compare, analyze, predict, generalize, evaluate
- B. **GOAL SETTING/ATTAINMENT:**
Make and use a plan to reach your goals: brainstorm, envision, plan, organize, persist
- C. **COMMUNICATIONS:** Be able to conduct research in music
- D. **QUALITY PROCESS:** Use the quality process in creating and performing music (plan, draft, analyze, revise, evaluate)

2. APPLY MUSIC SKILLS AND KNOWLEDGE

- A. Be able to enjoy music through listening and performing
- B. Understand the creative process and be able to create/improvise music
- C. Be able to evaluate and give your opinion about music
- D. Be able to respond to music in an emotional and physical manner
- E. Be able to use available technology to create and perform music
- F. Understand the interrelationship between music and history; music and the other disciplines
- G. Understand music as an expression of many cultures
- H. Be able to create a quality, expressive performance
- I. Be able to use instruments, equipment, and materials in a respectful and appropriate manner

UNIVERSAL OUTCOME: BE ABLE TO DEMONSTRATE PROPER PERFORMANCE AND AUDIENCE ETIQUETTE

- A. Attend all performances on time
- B. Dress appropriately
- C. Stay for the entire concert
- D. Be attentive, still, and quiet as a performer
- E. Enter or leave the audience only between groups
- F. Show appreciative and respectful attention to the performance of others
- G. Evaluate concert performances, (yours and others), and develop and use strategies to improve
- H. Adhere to the individual auditorium rules

CONTENT OUTCOMES

1. SINGING: KNOW TUNEFUL SINGING

- A. Understand the voice as a developing instrument
- B. Understand personal vocal range
- C. Be able to sing familiar songs tunefully in a group
- D. Be able to sing with good seated and standing posture

2. RHYTHM: UNDERSTAND METER

- A. Be able to read, write, count and perform quarter note, quarter rest, paired eighth notes, half note, half rest, dotted half note, whole note and whole rest using the traditional counting system
- B. Be able to read, write, count and perform dotted quarter note, quarter eighth note combination, and three eighth notes in 6/8 meter
- C. Know duple, triple and quadruple meter; measure and bar line
- D. Be able to improvise a two-measure rhythm in duple meter
- E. Be able to move to a steady beat in duple and triple meter
- F. Be able to keep a steady beat while performing in duple and triple meter

3. MELODY: BE ABLE TO READ AND PERFORM MELODIES

- A. Be able to differentiate line and space notes
- B. Be able to follow a melody written on the treble staff
- C. Be able to read and play melodies on mallet percussion and recorder
- D. Understand the letter name system for the treble staff

4. TONE COLOR: UNDERSTAND TIMBRES OF INSTRUMENTS

- A. Visually and aurally distinguish between bands and orchestras
- B. Visually and aurally identify instruments of the Classical and Romantic musical periods

5. INSTRUMENTS: BE ABLE TO PLAY MALLETS PERCUSSION AND RECORDER

- A. Be able to hold mallets properly
- B. Be able to bounce mallet on mallet percussion to make a ringing sound
- C. Be able to play using single hand and hands together
- D. Be able to play recorder with correct fingerings, breathe support, posture, and articulation

6. CULTURE/STYLE: KNOW AND PARTICIPATE IN MUSIC OF CLASSICAL AND ROMANTIC TIME PERIODS

- A. Know and identify music during the Classical time period, including music during the American Revolutionary War, and the Romantic time period, including music during the United States Civil War
- B. Know about composers during the Classical and Romantic periods, including basic facts and musical examples
- C. Know and perform African American Spirituals
- D. Understand the importance, cultural impact, and historical background of African American Spirituals during the United States Civil War
- E. Know historical, social, and artistic events and people during the Classical and Romantic periods

7. COMPOSITION: CREATE AND PERFORM MUSICAL COMPOSITIONS

- A. Create, write, and perform a four measure rhythmic composition
- B. Create, write, and perform a four measure melodic composition for mallet percussion
- C. Create, write, and perform a four measure melodic composition for recorder
- D. Create, write, and perform a four part percussion score

8. MUSICAL THEATER: KNOW AND UNDERSTAND ELEMENTS OF MUSICAL THEATER

- A. Know the story, characters, composer, other background information, and musical excerpts from two contrasting styles of American Broadway musicals

Music

Course:	7 th Grade Chorus
Level:	Grade 7
Prerequisite:	Successful completion of 6 th grade Chorus and permission of instructor or audition
Text:	Nancy Telfur, <i>Sight-singing, Book 2</i> (Abebooks), various choral music selections and teacher-generated materials

Course Description and Overview: In addition to reinforcing musical items from 6th grade chorus, 7th Grade Chorus is designed to promote more advanced musicianship and technique as a vocalist and choral singer. Students will participate in large group rehearsals every other day, and small group lessons bi-weekly. Students will perform two concerts throughout the year, and are also encouraged to participate in more challenging groups such as select chorus.

Course Objectives: Students will

- demonstrate appropriate methods and techniques for singing;
- perform with a good tone quality and vocal presence;
- perform musical selections including whole, half, quarter, eighth, sixteenth and dotted rhythms in common time, triple and duple meter;
- count and sight read intermediate rhythmic patterns;
- perform music in various styles including classical, pop/contemporary, jazz, gospel/spiritual, folk/patriotic, and Broadway;
- demonstrate appropriate concert performance etiquette;
- follow appropriate beat pattern;
- aurally analyze their performance and the performance of others based upon set listening criteria;
- perform 3-part music;
- identify the qualities of a successful festival performance and incorporate it into their playing.

Requirements: As a skill-based course, students are required to actively participate during regularly scheduled rehearsals. Students are required to attend regularly scheduled lessons and perform lesson assignments on a regular basis. Students are required to attend and perform at all concerts during the year and attend all dress rehearsals.

Writing Requirements: Students are asked to write reflections on their singing and on the chorus' progress on a regular basis.

Evaluation/Grading Policy: Students are graded by the following criteria:

- Class participation and preparation 40%
- Steady progression/improvement on vocal skills demonstrated through performance of chorus music and lesson assignments 20%
- Concert attendance (Winter Concert, Spring Concert) 10%
- Improvement in sight-singing and music theory skills 10%
- Written assignments and exams (reflections, music theory worksheets) 20%

Course Outline:

Quarter 1: What's New this Year?

- Review classroom procedures
- New chorus music/sight singing
- New rehearsal techniques
- Syncopation
- Cut time
- Key signatures
- Notes of the bass clef

Quarter 2: Concert Preparation

- Taking the music to a new level
- Intonation and tone
- Listening for all the parts
- Concert procedures and etiquette
- Checking dynamics
- Self evaluation
- 6/8 time
- Swing eighth notes

Quarter 3: Individual Technique

- Minor keys vs. major keys
- Mixed meters
- Singing in a small ensemble
- Chromatic scale/building chords
- New choral music in various styles

Quarter 4: Spring Concert and End-of-year Evaluation

- Continue to prepare for concert
- Writing program notes
- Performance evaluation essay
- Individual singing evaluations/auditions for next year
- Final performances
- Music theory final exam

Music

Course:	7 th Grade Band
Level:	Grade 7
Prerequisite:	Successful completion of 6 th grade band and permission of instructor
Text:	<i>Accent on Achievement, Book 2</i> (Williams/O'Reilly); various band music selections and teacher-generated materials

Course Description and Overview: 7th Grade Band is designed to promote advanced musicianship and technique on a band instrument. Students will participate in rehearsals every other day, and small group lessons once a week. Students will perform two concerts throughout the year, and are also encouraged to join chamber ensembles and the jazz ensemble.

Course Objectives: Students will

- perform all major scales from memory;
- perform with a good tone quality through all registers of their instrument;
- perform musical selections including whole, half, quarter, eighth, sixteenth and dotted rhythms in 4/4, 3/4, 2/4, 6/8, and cut time;
- count and sight intermediate rhythmic patterns;
- perform music in various styles including march, overture, jazz and 20th century;
- demonstrate appropriate concert performance etiquette;
- follow appropriate beat pattern;
- aurally analyze their performance and the performance of others based upon set listening criteria;
- perform level 2 to 2 ½ band music;
- identify the qualities of a successful festival performance and incorporate it into their playing.

Requirements: As a skills-based course, students are required to “practice” regularly at home (20 minutes per school night). Students are required to attend regularly scheduled lessons and perform lesson assignments on a regular basis. Students are required to attend four concerts a year and all dress rehearsals.

Writing Requirements: Students are asked to write reflections on their playing and on the bands progress on a regular basis.

Evaluation/Grading Policy: Students are graded by the following criteria:

- Class participation and preparation 20%
- Steady progression/improvement on instrumental skills demonstrated through performance of band music and lesson assignments 20%
- Concert attendance (Winter Concert, Spring Concert and Middle School Graduation) 10%
- Lesson attendance/participation 25%
- Lesson assignments (method book, scales and rudiments) 25%

Course Outline:

Quarter 1: What is new this year?

- New rehearsal techniques
- Syncopation
- Cut time
- Scale requirements (first 5 scales and rudiments)
- Key signatures
- Alternate fingerings

Quarter 2: Concert Preparation

- Taking the music to a new level.
- Tuning by ear
- Note adjustments
- Tonguing exercises
- Ratamacue and ruff
- Self evaluation
- 6/8 time
- Next 3 key signatures
- Swing eighth notes

Quarter 3: Individual Technique

- Minor keys vs. major keys
- Dotted 8th/16th rhythm
- Improvisation
- Chromatic scale
- New band music in various styles

Quarter 4: Spring Concert and Graduation

- Writing program notes
- Triplet rhythms
- Extreme upper registers
- Final performances

EIGHTH GRADE General Music Outcomes and Performance Indicators

ABILITIES OUTCOMES (Apply the following to each Content Outcome)

1. APPLY ABILITIES TO MUSIC

- A. **HIGHER THINKING SKILLS:** Use thinking skills in music: classify, decide, compare, analyze, predict, generalize, evaluate
- B. **GOAL SETTING/ATTAINMENT:**
Make and use a plan to reach your goals: brainstorm, envision, plan, organize, persist
- C. **COMMUNICATIONS:** Be able to conduct research in music
- D. **QUALITY PROCESS:** Use the quality process in creating and performing music (plan, draft, analyze, revise, evaluate)

2. APPLY MUSIC SKILLS AND KNOWLEDGE

- A. Be able to enjoy music through listening and performing
- B. Understand the creative process and be able to create/improvise music
- C. Be able to evaluate and give your opinion about music
- D. Be able to respond to music in an emotional and physical manner
- E. Be able to use available technology to create and perform music
- F. Understand the interrelationship between music and history; music and the other disciplines
- G. Understand music as an expression of many cultures
- H. Be able to create a quality, expressive performance
- I. Be able to use instruments, equipment, and materials in a respectful and appropriate manner

UNIVERSAL OUTCOME: BE ABLE TO DEMONSTRATE PROPER PERFORMANCE AND AUDIENCE ETIQUETTE

- A. Attend all performances on time
- B. Dress appropriately
- C. Stay for the entire concert
- D. Be attentive, still, and quiet as a performer
- E. Enter or leave the audience only between groups
- F. Show appreciative and respectful attention to the performance of others
- G. Evaluate concert performances, (yours and others), and develop and use strategies to improve
- H. Adhere to the individual auditorium rules

CONTENT OUTCOMES

1. SINGING: KNOW TUNEFUL SINGING

- A. Understand the voice as a developing instrument
- B. Understand personal vocal range
- C. Be able to sing familiar songs tunefully in a group
- D. Be able to sing with good seated and standing posture

2. RHYTHM: UNDERSTAND METER

- A. Be able to read, write, count and perform quarter note, quarter rest, paired eighth notes, half note, half rest, dotted half note, whole note and whole rest using the traditional counting system
- B. Be able to read, write, count and perform dotted quarter note, quarter eighth note combination, and three eighth notes in 6/8 meter
- C. Know duple, triple and quadruple meter; measure and bar line
- D. Be able to improvise a two-measure rhythm in duple meter
- E. Be able to move to a steady beat in duple and triple meter
- F. Be able to keep a steady beat while performing in duple and triple meter

3. MELODY: BE ABLE TO READ AND PERFORM MELODIES

- A. Be able to differentiate line and space notes
- B. Be able to follow a melody written on the treble staff
- C. Be able to read and play melodies on mallet percussion and recorder
- D. Understand the letter system for the treble staff

4. TONE COLOR: UNDERSTAND TIMBRES OF INSTRUMENTS

- A. Visually and aurally distinguish between bands and orchestras
- B. Visually and aurally identify instruments of the twentieth century musical period

5. INSTRUMENTS: BE ABLE TO PLAY MALLET PERCUSSION AND RECORDER

- A. Be able to hold mallets properly
- B. Be able to bounce mallet on mallet percussion to make a ringing sound
- C. Be able to play using single hand and hands together
- D. Be able to play recorder with correct fingerings, breathe support, posture, and articulation

6. CULTURE/STYLE: KNOW AND PARTICIPATE IN MUSIC OF THE TWENTIETH CENTURY TIME PERIOD

- A. Know and identify music of the twentieth century time period including World War I, the Great Depression and World War II
- B. Know about composers during the twentieth century time period, including basic facts and musical examples
- C. Know historical, social, and artistic events and people during Twentieth Century Time Period

7. COMPOSITION: CREATE AND PERFORM MUSICAL COMPOSITIONS

- A. Create, write, and perform a melodic composition using theme and variation form
- C. Create, write, and perform a four measure rhythmic composition
- D. Create, write, and perform a four measure melodic composition
- E. Create, write, and perform a four part percussion score

8. MUSICAL THEATER: KNOW AND UNDERSTAND ELEMENTS OF MUSICAL THEATER

- A. Know the story, characters, composer, other background information, and musical excerpts from two contrasting styles of American Broadway musicals

Music

Course:	8 th Grade Chorus
Level:	Grade 8
Prerequisite:	Successful completion of 7 th Grade Chorus and permission of instructor or audition
Texts:	Nancy Telfur, <i>Sight-singing, Book 2</i> (Abebooks), various choral music selections and teacher-generated materials

Course Description and Overview: In addition to reinforcing musical items from 7th grade chorus, 8th Grade Chorus continues to build on the skills, technique and musical knowledge previously established in 7th Grade Chorus. Emphasis is put on higher level musicianship and more advanced singing techniques. Students will participate in large group rehearsals every other day, and small group lessons bi-weekly. Students will perform two concerts throughout the year, and are also encouraged to participate in more challenging groups such as select chorus.

Course Objectives: Students will

- demonstrate appropriate methods and techniques for singing, especially diaphragmatic breathing techniques;
- perform with a good tone quality and vocal presence;
- perform musical selections including whole, half, quarter, eighth, sixteenth and dotted rhythms in common time, triple and duple meter;
- count and sight read intermediate to advanced rhythmic patterns;
- perform music in various styles including classical, pop/contemporary, jazz, gospel/spiritual, folk/patriotic, and Broadway;
- demonstrate appropriate concert performance etiquette;
- identify notes of the treble clef and bass clef;
- aurally analyze their performance and the performance of others based upon set listening criteria;
- perform 3-part music (level 3-4);
- identify the qualities of a successful festival performance and incorporate it into their playing.

Requirements: As a skill-based course, students are required to actively participate during regularly scheduled rehearsals. Students are required to attend regularly scheduled lessons and perform lesson assignments on a regular basis. Students are required to attend and perform at all concerts during the year and attend all dress rehearsals.

Writing Requirements: Students are asked to write reflections on their singing and on the chorus' progress on a regular basis.

Evaluation/Grading Policy: Students are graded by the following criteria:

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| • Class participation and preparation | 40% |
| • Steady progression/improvement on vocal skills demonstrated through performance of chorus music and lesson assignments | 20% |
| • Concert attendance (Winter Concert, Spring Concert) | 10% |
| • Improvement in sight-singing and music theory skills | 10% |
| • Written assignments and exams (reflections, music theory worksheets) | 20% |

Course Outline:

Quarter 1: What's new this year?

- Review classroom procedures
- New chorus music/sight singing
- New rehearsal techniques
- Review time signatures and key signatures
- Review notes of the treble clef and bass clef
- Counting and numbering rhythms on music

Quarter 2: Concert Preparation

- Taking the music to a new level
- Intonation and tone
- Listening and identifying all the parts
- Concert procedures and etiquette
- Creating harmonies
- Self-evaluation
- Style-analysis
- Program notes

Quarter 3: Advanced Technique

- Review minor keys vs. major keys
- Mixed meters
- Singing in a small ensemble and individually
- Building chords
- New choral music in various styles

Quarter 4: Spring Concert and End-of-year Evaluation

- Continue to prepare for concert
- Writing program notes
- Performance evaluation essay
- Individual singing evaluations/auditions for next year
- Final performances
- Music theory final exam

Music

Course:	8 th Grade Band
Level:	Grade 8
Prerequisite:	Grade 7 Band/Audition
Texts:	Music is provided

Course Description and Overview: 8th Grade Band continues to build on the skills, technique and musical knowledge previously established in 7th Grade Band. Emphasis is put on major scales and level 3 lesson books. Music of many styles and genres that appropriate to their skill level are studied and performed. All students are required to participate in sectionals/lessons once a week. There are weekly lesson assignments which are graded. Ensembles are also available for those students who would like to do more! These groups (jazz and chamber ensembles) meet at lunch and during activity periods.

Course Objectives: Students will

- demonstrate appropriate methods for assembling the instrument;
- demonstrate correct posture and playing position;
- perform musical selections including whole, half, quarter, eighth, sixteenth and dotted rhythms in 4/4, $\frac{3}{4}$ and $\frac{2}{4}$ time;
- count and sight read basic rhythmic patterns;
- perform music in various styles including march, overture, jazz and 20th century;
- demonstrate appropriate concert performance etiquette;
- follow appropriate beat pattern;
- aurally analyze their performance and the performance of others based upon set listening criteria.

Requirements: As a skills based course, students are required to “practice” regularly at home (20 minutes per school night). Students are required to attend regularly scheduled lessons and perform lesson assignments on a regular basis. Students are required to attend two concerts a year and all dress rehearsals.

Writing Requirements: Twice a year students are asked to write an essay in which will be a review of our concert. Students must critique their personal, section and ensemble performance.

Evaluation/Grading Policy:

- Class participation and preparation and written assignments 20%
- Steady improvement/progression of skills demonstrated through performance of band music and lesson assignments 20%
- Concert attendance, (winter/spring & HS graduation), progression on band music s& scales/rudiments 10%
- Lesson attendance 25%
- Lesson assignments (method book, band music, scales and rudiments) 25%

Course Outline:**Quarter 1**

- Major scales and key signatures
- Sight reading
- New music
- Instrumental Skills

Quarter 2

- Major key signatures and scales
- Sight reading
- Instrumental Skills
- Winter Concert
- D Essay/Critique

Quarter 3

- Major key signatures and scales
- Sight reading
- New music
- Instrumental Skills

Quarter 4

- Major signatures and scales
- Sight reading
- New music
- Skills
- Spring Concert
- High School Graduation Music
- HS Graduation performance

Music

Course:	High School Chorus
Level:	Grades 9-12
Prerequisite:	Successful completion of Middle School Chorus and permission of instructor or audition
Texts:	Nancy Telfur, <i>Sight-singing, Books 1 & 2</i> (Abebooks), various choral music selections and teacher-generated materials

Course Description and Overview: High School Chorus continues to build on the skills, technique and musical knowledge previously established in Middle School Chorus. Emphasis is put on a high level musicianship and advanced singing techniques. Students will participate in large group rehearsals every other day. Students will perform at least two concerts throughout the year and graduation ceremony. Students are also encouraged to participate in more challenging groups such as Concert Choir.

Course Objectives: Students will

- demonstrate appropriate methods and techniques for singing, especially diaphragmatic breathing techniques;
- perform with a good tone quality and vocal presence;
- perform musical selections including whole, half, quarter, eighth, sixteenth and dotted rhythms in common time, triple and duple meter and mixed meter;
- count and sight-read intermediate to advanced rhythmic patterns;
- perform music in various styles including classical, pop/contemporary, jazz, gospel/spiritual, folk/patriotic, and Broadway;
- demonstrate appropriate concert performance etiquette;
- identify notes of the treble clef and bass clef;
- identify all the parts of a choral octavo;
- aurally analyze their performance and the performance of others based upon set listening criteria;
- perform 4-part (or more) music (level 4-6).

Requirements: As a skill-based course, students are required to actively participate during regularly scheduled rehearsals. Students are required to attend regularly scheduled lessons and perform lesson assignments on a regular basis. Students are required to attend and perform at all concerts during the year and attend all dress rehearsals.

Writing Requirements: Students are asked to write reflections on their singing and on the chorus' progress on a regular basis.

Evaluation/Grading Policy: Students are graded by the following criteria:

- | | |
|--|-----|
| • Class participation and preparation | 40% |
| • Steady progression/improvement on vocal skills demonstrated through performance of chorus music and lesson assignments | 20% |
| • Concert attendance (Winter Concert, Spring Concert) | 10% |
| • Improvement in sight-singing and music theory skills | 10% |
| • Written assignments and exams (reflections, music theory worksheets and exams) | 20% |

Course Outline:

Quarter 1: Getting Started

- Review classroom procedures
- New chorus music/sight-singing
- New rehearsal techniques
- Review time signatures and key signatures
- Review Notes of the treble clef and bass clef
- Basic rhythmic values
- Identify parts of choral octavo
- Counting and numbering rhythms on music

Quarter 2: Concert Preparation

- Taking the music to a new level
- Intonation and tone
- Listening and identifying all the parts
- Concert procedures and etiquette
- Critique musical elements (dynamics, balance, quality)
- Self and group evaluation
- Style-analysis
- Program notes

Quarter 3: Advanced Technique

- Continue music theory
- Counting and numbering rhythms in music
- Singing in a small ensemble and individually
- Identifying and singing major and minor chords
- New choral music in various styles/sight-singing

Quarter 4: Spring Concert and End-of-year Evaluation

- Continue to prepare for concert
- Writing program notes
- Performance evaluation essay
- Individual Singing Evaluations/Auditions for next year
- Spring Concert
- Graduation
- Music Theory Final Exam

Music

Course:	Concert Choir
Level:	Grades 9-12
Prerequisite:	Audition
Text:	Various choral music selections and teacher-generated materials

Course Description and Overview: Concert Choir is an advanced vocal ensemble for students with excellent vocal abilities and musicianship open through auditions. Emphasis is put on a very high level of musicianship and advanced singing techniques. Students will participate in rehearsals one evening each week (2 hours) and one activity period each week. Students will perform at school concerts throughout the year and in the community.

Course Objectives: Students will

- demonstrate appropriate methods and techniques for singing, especially diaphragmatic breathing techniques;
- perform with an excellent tone quality and vocal presence;
- count and sight read advanced rhythmic patterns;
- sight-read level 4-5 music;
- perform music in various styles including classical, pop/contemporary, jazz, gospel/spiritual, folk/patriotic, and Broadway;
- demonstrate appropriate concert performance etiquette;
- aurally analyze their performance and the performance of others based upon set listening criteria;
- perform 4 to 8-part music (level 5-6) that is designed for a smaller ensemble.

Requirements: As a skill-based course, students are required to actively participate during regularly scheduled rehearsals. Students are required to attend and perform at all concerts during the year and attend all dress rehearsals.

Writing Requirements: Students are asked to write reflections on their singing and on the chorus' progress on a regular basis.

Evaluation/Grading Policy: Students are graded by the following criteria:

- | | |
|---|-----|
| • Class participation and preparation | 60% |
| • Steady progression/improvement on vocal skills demonstrated through performance of chorus music | 20% |
| • Concert attendance | 10% |
| • Improvement in sight-singing and music theory skills | 10% |

Course Outline:

Quarter 1: Getting Started

- Review classroom procedures
- New chorus music/sight-singing
- Advanced rehearsal techniques
- Counting and numbering rhythms on music

Quarter 2: Concert Preparation

- Taking the music to a high level
- Intonation and tone
- Dynamics
- Concert procedures and etiquette
- Critique musical elements (dynamics, balance, quality)
- Self and group evaluation
- Style-analysis
- Program notes

Quarter 3: Advanced Technique

- New choral music in various styles/sight-singing
- Counting and numbering rhythms in music
- Self and group evaluation
- Critique musical elements (dynamics, balance, quality)

Quarter 4: Spring Concert

- Continue to prepare for concert
- Writing program notes
- Performance evaluation essay
- Spring Concert

Music

Course: High School Instrumental Music

Level: Grades 9-12

Prerequisite: Grade 8 Band/Audition

Texts: Music is provided

Course Description and Overview: High School Instrumental Music continues to build on the skills, technique and musical knowledge previously established in 8th Grade Band. Emphasis is put on major scales and minor. Music of many styles and genres that appropriate to their skill level are studied and performed. All students are required to participate in sectionals/lessons once a week. There's a separate grade for Lessons/sectionals which receive a quarter credit. Ensembles are also available for those students who would like to do more! These groups (jazz ensemble, chamber ensemble and theatre orchestra) meet at after school both in the afternoon and evening.

Course Objectives: Students will

- demonstrate correct posture and playing position;
- perform musical selections including whole, half, quarter, eighth, sixteenth and dotted rhythms in 2/2, 3/2, 7/4, 6/4, 5/4, 4/4, 3/4, 2/4, 12/8, 11/8, 9/8, 7/8 6/8 time;
- count and sight read complex rhythmic patterns;
- perform music in various styles including march, overture, jazz and 20th century;
- demonstrate appropriate concert performance etiquette;
- follow appropriate beat pattern;
- aurally analyze their performance and the performance of others based upon set listening criteria.

Requirements: As a skills-based course, students are required to “practice” regularly at home (30 minutes per school night). Students are required to attend regularly scheduled lessons and perform lesson assignments on a regular basis. Students are required to attend at least two concerts a year and all dress rehearsals.

Writing Requirements: Twice a year, students are asked to write an essay in which they review their concert. Students must critique their personal performance as well as their section and ensemble performances.

Evaluation/Grading Policy for Instrumental Music:

- Class participation and preparation and written assignments 50%
- Steady improvement/progression of skills demonstrated through performance of band music and lesson assignments 20%
- Concert attendance, (winter/spring & HS graduation), 10%
- Progression on band music 10%
- Scales and/or rudiments 10%

Note: a minimum of a NYSSMA level 3 solo to be played either in school or at the NYSSMA spring solo festival will also contribute to 10% of the entire year's grade.

Evaluation/Grading Policy for Lessons/Sectionals:

- Lesson participation and preparation 25%
- Steady progression of instrumental skills 25%
- Lesson attendance 25%
- Lesson assignments 25%

Course Outline:

Quarter 1

- Major and minor scales and key signatures
- Sight reading
- New music
- Instrumental Skills

Quarter 2

- Major and minor key signatures and scales
- Sight reading
- Instrumental skills
- Holiday Concert
- Concert essay/critique

Quarter 3

- Major and minor key signatures and scales
- Sight reading
- New music
- Instrumental skills

Quarter 4

- Major and minor signatures and scales
- Sight reading
- New music
- Instrumental skills
- Spring Concert
- High School graduation music
- High School graduation performance

Music

- Course:** Music Theory I
- Level:** Grades 9-12
- Prerequisite:** Ability to read and perform music fluently in at least one clef.
- Text:** Sol Berkowitz, *A New Approach to Sight Singing* (W.W. Norton); Bruce Benward, *Music in Theory and Practice* (McGraw Hill); *Essentials of Music Theory* software (Alfred Music), *Finale* software (Finale Music); teacher-generated materials

Course Description and Overview: This course is designed for advancing musicians who seek a deeper understanding of the music they are performing, listening to, or perhaps composing. Students will study intervals, chords, scales, key signatures, form, sight singing, analysis and dictation. Focus will be on the development of Aural Skills simultaneously with Music Theory.

Course Objectives: Students will

- Identify and write all major and minor key signatures in both bass and treble clef.
- Identify all note names in bass, treble and various c clefs.
- Dictate 2 bar rhythmic examples up to and including 16th notes and triplets.
- Dictate simple stepwise melodies in a major tonality.
- Analyze chord progressions in major keys using 4-part analysis techniques.
- Compose 4 part chorales in major keys using basic chords and dominant 7th chords.
- Aurally identify intervals, chords and inversions.
- Sight-sing in major keys simple melodies using solfege syllables.

Requirements: As a skills-based course, students are expected to “practice” regularly using free online drilling programs such as teoria.com. Students are required to complete 1 major composition project, as well as homework and in class assignments.

Writing Requirements: Students are assigned a music review project in which they are asked to apply their theory and aural skills in the written analysis and review of a piece of music.

Evaluation/Grading Policy: Students are graded by the following criteria:

- | | |
|---|-----|
| • Homework and in class assignments | 25% |
| • Class participation/demonstration of skills | 25% |
| • Quizzes | 25% |
| • Projects and presentations | 25% |

Course Outline:

Quarter 1: Establishing the Basics of Music Theory

- Note names in bass and treble clef
- Diatonic and chromatic intervals
- Basic melodic dictation
- Major and minor key signatures
- Circle of 5ths
- Scale degree names
- Forming triads
- Major, minor, augmented and diminished triads

Quarter 2: Chord Progressions, Basic Analysis, Sight-singing and Chorales

- Solfege syllables
- Basic sight-singing
- 4 part chords
- Inversions
- Dominant 7th chords
- 7th chord inversions
- Roman numeral analysis
- Chord progression aural skills
- Descending intervals
- Basic voice leading principles
- Chorale composition

Music

Course:	Music Theory II
Level:	Grades 9-12
Prerequisite:	Successful completion of Music Theory I or permission of instructor
Text:	Sol Berkowitz, <i>A New Approach to Sight Singing</i> (W.W. Norton); Bruce Benward, <i>Music in Theory and Practice</i> (McGraw Hill); <i>Essentials of Music Theory</i> software (Alfred Music); <i>Finale</i> software (Finale Music); teacher-generated materials

Course Description and Overview: This course is designed for advancing musicians who seek a deeper understanding of the music they are performing, listening to, or perhaps composing. Students will study intervals, chords, scales, key signatures, form, sight singing, analysis and dictation. Focus will be on the development of aural skills simultaneously with Music Theory.

Course Objectives: Students will

- transpose in all keys a variety of musical examples;
- aurally identify melodic and harmonic intervals;
- dictate 4 bar rhythmic examples up to and including 16th notes and triplets;
- dictate melodies in both major and minor keys;
- analyze chord progressions in major and minor keys using 4-part analysis techniques;
- define and identify all non-harmonic tones in 4 part writing;
- aurally identify all types of 7th chords;
- dictate the soprano and bass line of 4 part chord progressions.

Requirements: As a skills-based course, students are expected to practice regularly using free online drilling programs such as teoria.com. Students are required to complete 1 major composition project, as well as homework and in class assignments.

Writing Requirements: Students are assigned a music review project in which they are asked to apply their theory and aural skills in the written analysis and review of a piece of music.

Evaluation/Grading Policy: Students are graded by the following criteria:

- Homework and in class assignments
- Class participation/demonstration of skills
- Quizzes
- Projects and presentations

Course Outline:

Quarter 1: Review and moving forward

- Review of all chromatic intervals, triads and dominant 7th chords.
- Review of all major and minor key signatures.
- Sight-singing exercises with arpeggios
- Descending intervals
- 7th chords
- Transposition
- Melodic and rhythmic dictation
- Non-harmonic tones

Quarter 2: Chord progressions, basic analysis, sight singing and chorales

- Minor solfege syllables
- Sight-singing in minor keys
- Scale and mode review
- Modulation and various types
- Analysis of Bach chorales in major and minor
- Composing a Bach chorale
- Realizing figured bass
- 4-part dictation

Music

Course Title:	AP Music Theory
Level:	Grades 10-12
Prerequisite:	Successful completion of Music Theory II and/or permission of instructor.
Text:	Sol Berkowitz <i>A New Approach to Sight Singing</i> (W.W. Norton); Bruce Benward, <i>Music in Theory and Practice</i> (McGraw Hill); Charles Burkhart, <i>Anthology for Musical Analysis</i> (Wadsworth); Paul Harder, <i>Basic Materials in Music Theory</i> student workbook (Prentice Hall); <i>Essentials of Music Theory</i> software (Alfred Music); <i>Auralia</i> software (Sibelius/Rising Software); <i>Finale</i> software (Finale Music); teacher-generated materials; previous AP tests and teacher guides

Course Description and Overview: AP Music Theory is an intensive course designed to prepare students for the AP Exam given in May. Students will be absorbed in analysis both aurally and visually of musical examples ranging from Renaissance to 20th century music. Students will engage in a variety of activities including composition, dictation, sight-singing, analysis, and listening.

Course Objectives: Students will

- identify both aurally and visually all intervals, ascending and descending as well as harmonic;
- identify all chord types, including 7th chords, secondary dominants, Neopolitan, and augmented 6th chords;
- demonstrate proper voice leading principles through composition and analysis;
- dictate 4 voiced chord progressions with Roman numerals and notation of bass and soprano voices;
- dictate difficult rhythmic and melodic patterns in both major and minor keys;
- identify all scale and mode types aurally and visually;
- analyze orchestral, piano, and band scores.

Requirements: All students enrolled in AP Music Theory must sit for the exam in May. Students are expected to complete regular homework assignments, including computer-aided instruction. Students should expect a minimum of 20 minutes of homework and practicing a night to prepare for assignments.

Writing Requirements: All students will aurally and visually analyze musical examples and will write detailed responses of the composer's use of theoretical practices involved in the music and their opinion of the effect these practices had on the piece.

Evaluation/Grading Policy: Students will be graded on the following scale:

- Homework and in class assignments 25%
- Class participation/demonstration of skills 25%
- Quizzes 25%
- Projects and presentations 25%

Course Outline:

September: Course Overview and Review

- Intervals and chords
- Basics of sight-singing
- Scales and key signatures
- Bass, treble and C clef review
- Rhythm and meter
- Transposition

October: 7th Chords and Harmonic Cadences

- Cadences
- Non-chord tones
- 7th Chord identification and inversions
- Basic progressions (major and minor diatonic)
- Melodic lines and development
- Descending intervals

November: Minor Sight Singing and Counterpoint

- Minor solfege syllables
- First species counterpoint
- Voice leading principles
- Modes

December and January: Figured Bass and Chorale Analysis

- Realizing figured bass symbols
- Analyzing Bach chorales
- 4 part dictation
- Harmonic intervals
- Composing a bass line

February and March: Form and Analysis

- Binary, ternary and rounded binary
- Theme and variation
- Strophic
- Modulation
- Texture
- Phrase and period structure

April and May: Test Review

- Practice multiple-choice exams
- Daily dictation and sight-singing
- Computer-aided drills and tests

June: Analysis and concert of a major orchestral work