



Forward Thinking, High Achieving.

# **Fine Arts: K-12 Music Curriculum**

Adopted June, 2011

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## **PHILOSOPHY**

Fine Arts curriculum and instruction are provided to students as a means for developing creativity and expressive awareness. Through Arts education, students gain powerful tools for learning artistic modes of problem-solving, which bring an array of expressive, analytical, and developmental skills to every human situation. The Arts serve to heighten our rich culture while encouraging self-realization and developing self-discipline.

The Arts play an essential part in the educational program of every student. The Arts require serious study. They cannot be learned through random or casual experiences. The Arts require regular, systematic programs of sequential study leading to clearly specified outcomes. They require a curriculum. The Arts have content consisting of skills, knowledge, and understanding. The Fine Arts are offered as part of the total education of students in Missoula County Public Schools (MCPS). They address all three of the basic domains of learning: cognitive (intellectual learning), psycho-motor (physical coordination), and affective (expressing and feeling emotion).

Experiences in the Arts provide a conceptual understanding of the basic properties of music, theatre, and visual art. In addition to extensive creative and recreative opportunities that develop a functional understanding of the arts, there should also be experiences in listening, viewing, and structural analysis. This would lead to an understanding of historical and cultural development, resulting in aesthetic appreciation.

Our purpose is to foster attitudes, understanding, skills, and enjoyment so each individual's artistic potential may be developed. In developing their potential, students will realize that lifelong participation in the Arts is a valuable part of a life fully lived.

## **MISSION**

At Missoula County Public Schools (MCPS), our mission is to ensure that each student achieves his/her full and unique potential.

## **VISION**

The MCPS Board of Trustees represents all citizens of the District in their stewardship of Missoula County Public Schools. To this end, the Strategic Plan includes the following vision that describes what the Board of Trustees strives to provide.

### **MCPS Learning Environment**

MCPS is a non-judgmental, inclusive, personalized, adaptable, learning environment where individual talents are identified and explored and children are fully challenged in small learning communities with adults who care. Children are celebrated and membership in the school is facilitated for every child. Children have stimulating interdependent and independent learning experiences and learning is related to the outside world at all grade levels. A climate of respect exists, and rules and policies are in place, understood, and consistently applied within buildings and across the District. District high schools continue to be evaluated with movement toward a model that addresses identified issues; meets the District's vision and goals; assures equity and challenge regarding class and program opportunities regardless of building attended; encourages active involvement of all students; facilitates the flexibility (scheduling) to accommodate the diverse needs of today's high school students; and works collaboratively with families, teachers, and counselors to successfully transition students from feeder Districts.

### **MCPS Educators**

Educators at MCPS are experts in their fields, critical thinkers, problem-solvers, and planners who are actively involved in accomplishing District goals and strategies. Educators' enthusiasm, nurturing, and love for working with children are demonstrated by efforts to meet the needs and goals of individual children and their learning styles. MCPS educators creatively stimulate and challenge students with the result being children who discover they can do more than they ever imagined. All staff members successfully communicate and are competent in behavior management strategies. They value opportunities to work collaboratively to increase their individual depth and breadth of knowledge about learning as well as subject matter. MCPS educators mirror local diversity and work to understand the local community and its educational values and goals. Professional development is aligned with District vision and goals, curriculum, and assessment data. MCPS educators are publicly recognized for creative, successful strategies and their ability to teach.

### **MCPS Instruction**

MCPS offers a variety of whole child instructional programs, practices, and literatures that are integrated rather than compartmentalized – curriculum content to content, building to building, and throughout the K-12 system. Decisions are made based on instructional goals, and best practices and processes in education are embraced. Teaching plans, aligned to learning targets, guide all classrooms. Technology is used appropriately. A number of assessment tools are used in addition to current required testing.

### **MCPS Facilities**

All MCPS facilities are safe, clean and inviting; age-appropriate; in good repair; wired for technology and wireless for information access; handicapped accessible; family-friendly; and have space for all activities. Wherever possible, buildings are designed and operated to address societal goals such as energy conservation and recycling. At the same time, the District recognizes the importance of buildings that are historical community assets. MCPS exhibits stewardship and responsible planning regarding facilities through a facilities master plan. It works carefully with the community regarding use and disposition of school buildings and appraises the real and long term value of District assets before making decisions. The District recognizes that budget and size are not the only influencing factors regarding the opening and closing of buildings and reconfiguring attendance boundaries. Facilities are considered vehicles for public education and the District uses public services to support them.

### **MCPS Community**

MCPS is committed to implementation of an active model for genuine community partnership and ongoing evaluation of the success of that model. Through that partnership, the District develops understanding of the needs and desires of the community regarding its public schools and charges the community with active involvement. MCPS provides access to information and facilitates two-way communication and ongoing conversations among students, educators, parents, the Board and the general public. The District's Strategic Plan is a dynamic document and timelines and benchmarks for achieving its desired ends are shared, discussed, and monitored with the community. The District facilitates attachment and involvement and capitalizes on volunteer expertise in the community. Active involvement with stakeholders (i.e., families/parents, students, teachers, counselors, etc.) from feeder districts, internal and external to MCPS, results in a smooth transition for students and their families.

## **STRATEGIES**

In support of achieving the vision and goals described in the 2007-2012 Strategic Plan, MCPS actively applies the following broad strategies:

- Use planned and sequential building blocks in development and delivery of curriculum from kindergarten through twelfth grade.
- Use assessment and instruction to challenge students to meet their individual potential.
- Analyze student achievement data frequently. Provide specific interventions when learning problems are identified.
- Encourage parent and adult involvement in support of academic and activity programs.
- Use school/community partnerships to better understand the needs and desires of the community regarding its public schools.

## **GUIDING PRINCIPLES**

The MCPS Board of Trustees, elected by the community, has an obligation to safeguard the public's trust in public education, and our decisions and actions should reflect that obligation. District dollars should be used effectively and efficiently to achieve positive results for students. The MCPS Board of Trustees bases its decisions and actions on the following set of guiding principles.

- We believe the District has a responsibility to provide students with a safe, motivating, innovative learning environment.
- We believe that all children, regardless of differences, deserve to be fully challenged and equipped to meet their individual potential.
- We believe that K-12 education should address the whole child and that holistic education leads to: A value for academic knowledge and competency; an appreciation for one's broader community; a world view; and life-long love for learning.
- We believe that instructional competency and educational best practices in the classroom are critical factors in reaching individual student potential.
- We believe that physical and emotional health and wellness are important contributing factors to achieving the individual and collective goals of students and staff.
- We believe that a professional and supportive working environment is essential.
- We believe parent and adult involvement support, strengthen, and expand learning.
- We believe that a public school district has a responsibility to build community; develop partnership and cohesiveness in the community; and challenge the community to be everything it can be.

*(Finalized by the MCPS Board of Trustees, August, 2007.)*



## **FIVE MEASURABLE DISTRICT GOALS**

- Achievement and graduation for all students, regardless of their circumstances and abilities.
- Refine and implement a quality supervision and evaluation program for all staff.
- Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff.
- Restructure the organization to become more efficient, effective and accountable to support the goals of the District.
- Cultivate and enhance staff, student, parent, business and community involvement.

## **PROFESSIONAL DEVELOPMENT**

In 2008, the Missoula County Public Schools Board of Trustees approved the district goals above in order to address the needs of 21<sup>st</sup> Century learners. One of the goals focuses on professional development “to provide staff with best practices and the expertise to make a difference for all students regardless of their circumstances.”

*(Superintendent, Dr. Alex Apostle’s, message August, 2008.)*

Ongoing, job-embedded professional development builds a foundation of teacher excellence, a critical component to improving student achievement. Teachers must have not only an extensive knowledge of Fine Arts content, but must also possess a deep understanding of how students learn. Appropriate content and pedagogical preparation enables teachers to design lessons and implement curriculum using research proven practices and strategies in an environment where all students have an opportunity to succeed.

## **ASSESSMENT**

Assessment means finding out what students know and are able to do. It is intended to improve teaching and learning. Information gathered through formative assessment assists teachers during instructional planning to determine students’ prior knowledge, provide feedback to students during instruction, make decisions on how to modify instruction, and identify strengths and weaknesses. In addition to written tests, students will be assessed on their performance in a variety of assignments, including visual product assessment, in-progress assessment, oral exams, level of participation, and other specific performance tasks. Teachers will also observe students over time in order to evaluate understanding of various concepts. Principles of effective assessment are as follows:

1. Treat assessment as an integral part of curriculum and instruction.
2. Direct assessments toward essential learning.
3. Set high standards for teaching and learning.
4. Clarify learning targets early.
5. Assess student performance through authentic tasks.
6. Collect multiple indicators of learning.
7. Provide ample opportunities for students to learn.

*(Adapted from Walter Parker, Science in Elementary Education, Upper Saddle River, NJ: Pearson, 2005.)*

## **MEETING DIVERSE STUDENT NEEDS**

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

## **TECHNOLOGY**

The integration of curriculum and technology is essential to prepare today's students for participation in a viable democratic society. Therefore, the MCPS Fine Arts Curriculum Committee views technology as integral to the Fine Arts curriculum.

## **LIBRARY MEDIA**

Teacher librarians play an essential role in curriculum implementation. They are important instructional partners and consultants in supporting and expanding existing curricula. As information specialists, teacher librarians work collaboratively with students, teachers, administrators, and parents to:

- Provide knowledge of availability and suitability of information resources to support the implementation of Montana and MCPS Standards. This is particularly relevant with the Indian Education for All Law.
- Partner in educating students, developing curricula, and integrating resources into teaching and learning.
- Serve as experts in organizing, synthesizing, and communicating information. Acquisition, organization, and dissemination of resources to support the curricular areas through the library media center are cost-effective methods for the entire school district.
- Teach and integrate literature and information skills into the curriculum. They plan and teach collaboratively based on the needs of the student.

*(Adapted from ALA statements, and School Libraries Work!, Scholastic Library Publishing, c2008.)*

## **INDIAN EDUCATION FOR ALL**

Missoula County Public Schools is committed to developing for all students an understanding of American and Montana Indian people and their histories, fostering respect for their cultures. In view of the unique role of the American Indian peoples in the development of the United States and the experience of Montana tribes in particular, their history and culture will be integrated wherever appropriate in the instruction of MCPS students, in accordance with the state constitution, statutes, and curriculum standards.

### ***ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS***

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.
3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has their own oral history beginning with their genesis that is as valid as written histories. These histories pre-date the “discovery” of North America.
4. Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
  - a. That both parties to treaties were sovereign powers.
  - b. Those Indian tribes had some form of transferable title to the land.
  - c. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.
6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

## Missoula County Public Schools

### INSTRUCTION

2450

#### Recognition of American Indian Peoples' Culture and Heritage in the Curriculum Process

The Board fully supports Article X of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures.

Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public School students, in accordance with the state Constitution and state standards. Instructions concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. When the social studies curriculum and other curricula are updated according to the District's curriculum cycle, the written curriculum shall reflect this policy. Staff development will be provided pertinent to curriculum implementation.

*NOTE: The District has nondiscriminatory policies in effect, which may be referenced.*

Legal Reference: Art. X, Sec. 1(2), Montana Constitution §§ 20-1-501, et seq.,  
MCA Recognition of American Indian cultural heritage - legislative intent

10.55.603 ARM	Curriculum Development and Assessment
10.55.701 ARM	Board of Trustees
10.55.803 ARM	Learner Access

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Adopted on: January 14, 2003 (Policy recodified in Series 2000 adoption)

## **TEACHING ABOUT CONTROVERSIAL ISSUES**

### **Missoula County Public Schools**

#### **INSTRUCTION**

2330

#### **Academic Freedom**

The Board recognizes and supports Academic Freedom as necessary for an environment conducive to the free exchange of ideas and learning.

Academic Freedom is the view that if teachers are to promote the growth of knowledge, they require the freedom to teach and conduct inquiry without fear of sanction or reprisals should they present an unpopular or controversial idea.

Teachers shall help students learn to objectively and respectfully examine differences of opinion, analyze and evaluate facts and their sources, and form their own reasoned judgments about the relative value of competing perspectives.

The Board directs the teaching staff to:

- Refrain from using one's classroom position to promote one's own ideology or any partisan point of view.
- Ensure that issues presented pertain to course objectives.
- Provide students opportunities to develop critical thinking: that is the ability to detect propaganda and to distinguish between fact, opinion and misinformation.
- Respect each student's right to form, choose, hold and/or change an opinion or belief.
- Create an environment in which students are free to form judgments independently.

Any person may file complaints pursuant to this policy through Board Policy 4310P, the uniform grievance procedure.

This policy may not be used to challenge educational materials themselves. Please see:  
BP 2313 Dealing with Challenged Educational Resources  
BP 2313P Procedure for Dealing with Challenged Educational Resources

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees  
§ 20-3-324(16) and (17), MCA Powers and duties

#### **Policy History:**

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## **STANDARDS, BENCHMARKS, AND LEARNING TARGETS**

Although the Missoula County Public Schools' music curriculum was developed to assure that students meet the Montana Standards for the Arts (below) at the appropriate grade levels, MCPS music learning targets were written based on the National Standards for the Arts, which specifically address K-12 music education.

### **Montana Standards and Benchmarks for the Arts: Grades K-4**

MONTANA ART STANDARD 1: Students create, perform/exhibit, and respond in the Arts. Students identify their own ideas and images based on themes, symbols, events, and personal experiences.

Benchmarks:

- 1) Students use a variety of materials and sources to experiment with an art form.
- 2) Students present their own work and works of others.
- 3) Students collaborate with others in the creative process.
- 4) Students describe how a variety of materials, techniques, and processes cause different responses.

MONTANA ART STANDARD 2: Students apply and describe the concepts, structures, and processes in the Arts.

Benchmarks:

- 1) Students apply the elements of rhythm, melody, harmony, timbre/tone, color, and form.
- 2) Students identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.
- 3) Students perform vocal and/or instrumental solos, or in ensembles.
- 4) Students identify examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment).
- 5) Students identify examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).
- 6) Students participate in performances.

MONTANA ART STANDARD 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Benchmarks:

- 1) Students use art materials, techniques, technologies, and processes to create general responses.
- 2) Students communicate meaning through the art forms from selected subject matter.
- 3) Students explore potential solutions to a given problem through the Arts.
- 4) Students sing and play music using dynamics, phrasing, and interpretation.
- 5) Students use standard symbols to identify meter, rhythm, pitch, and dynamics.

MONTANA ART STANDARD 4: Students analyze characteristics and merits of their work and the work of others.

Benchmarks:

- 1) Students use vocabulary of the discipline to describe a variety of works of art.
- 2) Students describe personal works to others.
- 3) Students devise criteria for evaluation.
- 4) Students recognize a variety of different responses to specific works of art.

MONTANA ART STANDARD 5: Students understand the role of the Arts in society, diverse cultures, and historical periods.

Benchmarks:

- 1) Students recognize ways in which the Arts have both an historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression.
- 2) Students identify and describe specific works of art belonging to particular cultures, times, and places.
- 3) Students recognize various reasons for creating works of art.
- 4) Students recognize common emotions, experiences, and expressions in art.
- 5) Students demonstrate appropriate audience behavior for the context and style of art presented.
- 6) Students explore their own culture as reflected through the Arts.

MONTANA ART STANDARD 6: Students make connections among the Arts, other subject areas, life, and work.

Benchmarks:

- 1) Students identify similarities and differences in the meanings of common terms/elements used in the various Arts.
- 2) Students identify interrelated elements among the Arts and other subject areas.
- 3) Students identify the role of the Arts in the world of work.
- 4) Students identify how art reflects life.

## **Montana Standards and Benchmarks for the Arts: Grades 5-8**

MONTANA ART STANDARD 1: Students create, perform/exhibit, and respond in the Arts.  
Benchmarks:

- 1) Students create a work from their own ideas and images based on themes, symbols, events, and personal experiences.
- 2) Students select a variety of materials and sources to demonstrate a specific art form.
- 3) Students prepare and/or revise works for presentation.
- 4) Students collaborate with others to make artistic choices.
- 5) Students describe and analyze artistic choices in their own work and works of others.

MONTANA ART STANDARD 2: Students apply and describe the concepts, structures, and processes in the Arts.

Benchmarks:

- 1) Students apply the elements of rhythm, melody, harmony, timbre/tone, color, and form.
- 2) Students apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.
- 3) Students perform vocal and/or instrumental solos, or in ensembles.
- 4) Students perform examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment).
- 5) Students perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).
- 6) Students rehearse, perform, and critique musical performances.

MONTANA ART STANDARD 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Benchmarks:

- 1) Students use art materials, techniques, technologies, and processes to create specific responses.
- 2) Students communicate intended meaning based on their own ideas and concepts from other sources.
- 3) Students use improvisation/experimentation to determine solutions.
- 4) Students use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles.
- 5) Students identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expressions.

MONTANA ART STANDARD 4: Students analyze characteristics and merits of their work and the work of others.

Benchmarks:

- 1) Students evaluate the quality and effectiveness of their own and other art works by applying specific criteria appropriate to the style and offer constructive suggestions for improvement.



- 2) Students describe the influence of personal experience on the interpretation of works of art.
- 3) Students develop and apply criteria for evaluating quality and effectiveness of the work of art.
- 4) Students describe and compare a variety of individual responses to works of art.

MONTANA ART STANDARD 5: Students understand the role of the Arts in society, diverse cultures, and historical periods.

Benchmarks:

- 1) Students demonstrate how history/culture and the Arts influence each other.
- 2) Students identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created.
- 3) Students compare various reasons for creating works of art.
- 4) Students describe how people's emotions and experiences influence the development of specific art works.
- 5) Students demonstrate appropriate audience behavior for the context and style of art presented.
- 6) Students determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.

MONTANA ART STANDARD 6: Students make connections among the Arts, other subject areas, life, and work.

Benchmarks:

- 1) Students compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas.
- 2) Students utilize interrelated elements among the Arts and other subject areas.
- 3) Students explore vocational and avocational opportunities in the Arts.
- 4) Students identify how works of art reflect the environment in which they are created.

## **Montana Standards and Benchmarks for the Arts: Grades 9-12**

MONTANA ART STANDARD 1: Students create, perform/exhibit, and respond in the Arts.  
Benchmarks:

- 1) Students conceive and create works of art.
- 2) Students demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.
- 3) Students select or adapt the elements of a presentational style.
- 4) Students apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.
- 5) Students articulate meaning by describing and analyzing artistic choices in their own work and works of others.

MONTANA ART STANDARD 2: Students apply and describe the concepts, structures, and processes in the Arts.

Benchmarks:

- 1) Students apply the elements of rhythm, melody, harmony, timbre/tone, color, and form.
- 2) Students apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.
- 3) Students perform vocal and/or instrumental solos, or in ensembles.
- 4) Students perform and compare examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment).
- 5) Students perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).
- 6) Students rehearse, perform, and critique musical performances.

MONTANA ART STANDARD 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Benchmarks:

- 1) Students use art materials, techniques, technologies, and processes to create specific products and responses to ideas.
- 2) Students communicate intended meaning through the interpretation of a subject.
- 3) Students use improvisation/experimentation to predict potential solutions to problems and pose new problems.
- 4) Students sing and play music with expression and technical accuracy exhibiting a large and varied repertoire of vocal or instrumental literature.
- 5) Students read and use standard and nonstandard notation symbols through participation in small and large ensembles.

MONTANA ART STANDARD 4: Students analyze characteristics and merits of their work and the work of others.

Benchmarks:

- 1) Students evaluate an art work by comparing and contrasting it to similar or exemplary works of art.

- 2) Students compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.
- 3) Students refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.
- 4) Students analyze various interpretations as a means for understanding/evaluating works of art.

MONTANA ART STANDARD 5: Students understand the role of the Arts in society, diverse cultures, and historical periods.

Benchmarks:

- 1) Students identify and describe the role of the artist in cultures and societies.
- 2) Students identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created.
- 3) Students identify intentions of those creating art works, explore the implications of various purposes and justify analysis.
- 4) Students analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.
- 5) Students demonstrate appropriate audience behavior for the context and style of art presented.
- 6) Students investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.

MONTANA ART STANDARD 6: Students make connections among the Arts, other subject areas, life, and work.

Benchmarks:

- 1) Students explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.
- 2) Students identify connect and analyze interrelated elements of the Arts and other subject areas.
- 3) Students experience the elements of art careers in a professional setting.
- 4) Students analyze how works of art reflect the environment in which they are created.

# GENERAL MUSIC

## Kindergarten

### **Course Overview:**

Kindergarten students will engage in a wide variety of music activities, including singing, playing instruments, and dancing. Students will learn to manipulate and reproduce the four types of human voice: speaking, singing, whispering, and talking. They also build the foundation of a musical vocabulary including: steady beat, high/low, and fast/slow.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

#### **Learning Targets (Type):**

- 1) I can use my singing voice. (S)
- 2) I can use my whisper voice. (S)
- 3) I can use my calling voice. (S)
- 4) I can echo using the same kind of voice. (S)

**Benchmark 2:** Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

#### **Learning Targets (Type):**

- 1) I can identify high and low pitches. (K, S)
- 2) I can show the direction of the melody. (K, S)

**Benchmark 3:** Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

#### **Learning Targets (Type):**

- 1) I can sing songs that add on words each time. (S)
- 2) I can sing holiday songs. (S)
- 3) I can sing songs from different countries and people. (S)

**Benchmark 4:** Students sing ostinatos, partner songs, and rounds.

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**Benchmark 5:** Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

#### **Learning Targets (Type):**

- 1) I can sing as loudly or quietly as other children singing with me. (S)
- 2) I can watch the teacher to know how and when to sing. (K)

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

**Learning Targets (Type):**

- 1) I can show a steady beat using my body. (S)
- 2) I can show a steady beat using an instrument. (S)

**Benchmark 2:** Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

**Learning Targets (Type):**

- 1) I can play rhythm patterns on classroom instruments. (S)
- 2) I can play melody patterns on classroom instruments. (S)

**Benchmark 3:** Students perform expressively a varied repertoire of music representing diverse genres and styles.

**Learning Targets (Type):**

- 1) I can play many kinds of music. (S)

**Benchmark 4:** Students echo short rhythms and melodic patterns.

**Learning Targets (Type):**

- 1) I can echo rhythm patterns on classroom instruments. (S)

**Benchmark 5:** Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

**Learning Targets (Type):**

- 1) I can play as loudly or quietly as the other children playing instruments. (S)
- 2) I can watch the teacher to know how and when to play my instrument. (S)

**Benchmark 6:** Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

**Learning Targets (Type):**

- 1) I can play my part even when other children are singing or playing a different part. (S)

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise “answers” in the same style to given rhythmic and melodic phrases.

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**Benchmark 2:** Students improvise simple rhythmic and melodic ostinato accompaniments.

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**Benchmark 3:** Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**Benchmark 4:** Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines).

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students create and arrange music to accompany readings or dramatizations.

**Learning Targets (Type):**

- 1) I can use an instrument to create music to go with a story. *(P)*
- 2) I can use an instrument to create music to go with a song. *(P)*

**Benchmark 2:** Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**Benchmark 3:** Students use a variety of sound sources when composing.

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

**Learning Targets (Type):**

- 1) I can follow pictures that show long sounds and short sounds in music. *(K)*

**Benchmark 2:** Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

**Learning Targets (Type):**

- 1) I can follow pictures that show melody shape. *(S)*

**Benchmark 3:** Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

**Learning Targets (Type):**

- 1) I can tell or show what loud, soft, fast, slow, high, low, long, short mean. *(K,S)*
- 2) I can perform music loudly and softly. *(K, S)*
- 3) I can perform music while walking, jogging, and galloping. *(K, S)*

**Benchmark 4:** Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

**Learning Targets (Type):**

- 1) I can read pictures that show high and low, one sound, no sound, and two sounds to the beat. *(S)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students identify simple music forms when presented aurally.

**Learning Targets (Type):**

- 1) I can show when music is the same. *(K)*
- 2) I can show when music is different. *(K)*

**Benchmark 2:** Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can move to different styles of music. *(S)*
- 2) I can tell when music sounds different. *(S)*

**Benchmark 3:** Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

**Learning Targets (Type):**

- 1) I can say when music is fast, slow, or medium speed. *(K)*
- 2) I can say when music is loud, quiet, or medium. *(K)*
- 3) I can use words to describe the feeling of music. *(K)*

**Benchmark 4:** Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

**Learning Targets (Type):**

- 1) I can label instrument sounds from my country and from other countries around the world. *(K)*
- 2) I can hear the difference between a child's voice, a man's voice, and a woman's voice. *(K)*

**Benchmark 5:** Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

**Learning Targets (Type):**

- 1) I can move to show what I hear in music. *(S)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students devise criteria for evaluating performances and compositions.

**Learning Targets (Type):**

- 1) I can use words to tell why I like or don't like a kind of music. *(R)*

**Benchmark 2:** Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

**Learning Targets (Type):**

- 1) I can use words to tell when music is done well or poorly. *(R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

**Learning Targets (Type):**

- 1) I can make music that sounds like a picture (example: long lines, long sounds). *(R, S)*
- 2) I can make a picture that looks like the music. *(R, S)*
- 3) I can make music that sounds like the words (example: yell, bounce, wave, skip, and the rhythm of words). *(R, S)*
- 4) I can act like the music sounds (example: Hall of the Mountain King). *(R, S)*

**Benchmark 2:** Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air

columns generating sounds used in music; geography: songs associated with various countries or regions.

**Learning Targets (Type):**

- 1) I can use words to tell when music is like other things that I learn in school. *(R)*
- 2) I can sing a song in another language. *(R)*
- 3) I can find patterns in music. *(R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students identify by genre or style aural examples of music from various historical periods and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can listen to music from different places. *(K)*
- 2) I can listen to music from many different people. *(K)*
- 3) I can listen to music from different times. *(K)*

**Benchmark 2:** Students describe in simple terms how elements of music are used in music examples from cultures of the world, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can use words to talk about music from all over the world. *(K)*

**Benchmark 3:** Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

**Learning Targets (Type):**

- 1) I can name ways that music is used in life. *(K)*
- 2) I can use words to tell why some music is used for certain things. *(K)*

**Benchmark 4:** Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can name different kinds of musicians (example: composer, conductor, performer). *(K)*
- 2) I can tell how each musician is important for the music I hear. *(K)*

**Benchmark 5:** Students demonstrate audience behavior appropriate for the context and style of music performed.

**Learning Targets (Type):**

- 1) I can listen to music quietly when appropriate. *(K)*
- 2) I know when it is time to clap for different kinds of songs. *(K)*



# GENERAL MUSIC

## Grade 1

### **Course Overview:**

Grade 1 students will engage in a wide variety of music activities, including singing, playing instruments, and dancing. Students will learn to manipulate and reproduce the four types of human voice: speaking, singing, whispering, and talking. They also build the foundation of a musical vocabulary including: steady beat, high/low, and fast/slow.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

#### **Learning Targets (Type):**

- 1) I can say rhymes and poetry with different vocal qualities. (S)
- 2) I can use visuals (words or pictures). (S)
- 3) I can use my singing voice. (S)

**Benchmark 2:** Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

#### **Learning Targets (Type):**

- 1) I can perform songs using loud/soft. (S)
- 2) I can perform a song, breathing before each phrase. (S)

**Benchmark 3:** Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

#### **Learning Targets (Type):**

- 1) I can sing many kinds of songs (example: singing games, cumulative, patriotic, seasonal, multicultural, and folk songs). (S)

**Benchmark 4:** Students sing ostinati, partner songs, and rounds.

#### **Learning Targets (Type):**

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**Benchmark 5:** Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

#### **Learning Targets (Type):**

- 1) I can sing a four beat pitch pattern using hand signs and solfeggio. (S)
- 2) I can sing as loudly or quietly as the children around me. (S)
- 3) I can follow the teacher. (S)

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

**Learning Targets (Type):**

- 1) I can perform a steady beat or rhythms using my body. (S)
  - 2) I can perform a steady beat or rhythms on classroom instruments. (S)
- Benchmark 2:** Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

**Learning Targets (Type):**

- 1) I can use ta and ti-ti and rests to demonstrate patterns in poetry, rhymes, songs, listening, and visuals. (S)

**Benchmark 3:** Students perform expressively a varied repertoire of music representing diverse genres and styles.

**Learning Targets (Type):**

- 1) I can play a four beat pattern on a variety of instruments. (S)
- 2) I can play as loudly or quietly as the children around me. (S)
- 3) I can follow the teacher. (S)

**Benchmark 4:** Students echo short rhythms and melodic patterns.

**Learning Targets (Type):**

- 1) I can copy the teacher's rhythm. (S)
- 2) I can copy the teacher's melody. (S)

**Benchmark 5:** Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

**Learning Targets (Type):**

- 1) I can start a piece watching the cue of a conductor. (S)
- 2) I can respond to loud and quiet following a conductor. (S)
- 3) I can play at the appropriate dynamic level with my ensemble. (S)

**Benchmark 6:** Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

**Learning Targets (Type):**

- 1) I can play so-mi patterns on barred instruments, while students sing and echo play. (S)
- 2) I can sing so-mi melodies while students play tunes. (S)
- 3) I can play a simple bordun. (S)

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise "answers" in the same style to given rhythmic and melodic phrases.

**Learning Targets (Type):**

- 1) I can make up a sung response to a question. (S)
- 2) I can make up sounds. (S)

**Benchmark 2:** Students improvise simple rhythmic and melodic ostinato accompaniments.

**Learning Targets (Type):**

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**Benchmark 3:** Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

**Learning Targets (Type):**

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**Benchmark 4:** Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines).

**Learning Targets (Type):**

*NOT ADDRESSED AT THIS GRADE LEVEL.*

#### **NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students create and arrange music to accompany readings or dramatizations.

**Learning Targets (Type):**

- 1) I can choose sounds to accompany stories and songs using instruments or my voice. *(R)*

**Benchmark 2:** Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

**Learning Targets (Type):**

- 1) I can make a picture of simple forms such as repetition and contrast, AB, ABA. *(P)*
- 2) I can identify simple forms. *(K)*
- 3) I can create a simple form. *(P)*

**Benchmark 3:** Students use a variety of sound sources when composing.

**Learning Targets (Type):**

*NOT ADDRESSED AT THIS GRADE LEVEL.*

#### **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

**Learning Targets (Type):**

- 1) I can echo ta, ti-ti, and rest patterns *(S)*
- 2) I can move to the beat. *(S)*
- 3) I can read cards with notation of 4-beat patterns. *(K)*

**Benchmark 2:** Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

**Learning Targets (Type):**

- 1) I can read So, La, Mi on a three line staff. *(K, S)*

**Benchmark 3:** Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

**Learning Targets (Type):**

- 1) I can show changes in tempo using movement. *(S)*

2) I can show changes in loud and soft. *(S)*

**Benchmark 4:** Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

**Learning Targets (Type):**

1) I can use body, then symbols/shapes to represent so-mi. *(S)*

2) I can read so-mi patterns using a two or three lined staff. *(K)*

3) I can read ta, ti-ti, and rests. *(K)*

4) I can write a pattern using ta, ti-ti, and rests. *(K, S)*

## **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students identify simple music forms when presented aurally.

**Learning Targets (Type):**

1) I can move to AB, ABA, and add-on songs. *(K, S)*

**Benchmark 2:** Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I can perform singing games, add-on songs, patriotic, seasonal, multi-cultural, and folk songs. *(S)*

**Benchmark 3:** Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

**Learning Targets (Type):**

1) I can describe various tempos, dynamics, and musical sounds. *(K, S)*

2) I can name ta, ti-ti, and rests when I see or hear them. *(K)*

**Benchmark 4:** Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

**Learning Targets (Type):**

1) I can group unpitched instruments into categories. *(K)*

2) I can tell the difference between an adult voice and a child's voice. *(R)*

**Benchmark 5:** Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

**Learning Targets (Type):**

1) I can show through my movements that the music is fast or slow. *(P)*

2) I can show through my movements that the pitch is high or low. *(P)*

3) I can show through my movements that the music is speeding up or slowing down. *(P)*

4) I can show through my movement the different sections of the music. *(P)*

## **NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students devise criteria for evaluating performances and compositions.

**Learning Targets (Type):**

1) I can listen for instruments in a piece of music. *(S)*

2) I can listen for voices in a piece of music. *(S)*

- 3) I can listen for tempo in a piece of music. *(S)*
- 4) I can listen for soft and loud in a piece of music. *(S)*

**Benchmark 2:** Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

**Learning Targets (Type):**

- 1) I can use describing words to say how I feel about music. *(R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

**Learning Targets (Type):**

- 1) I can draw a picture of what I hear. *(P)*
- 2) I can create movement to match the music. *(P)*
- 3) I can create a story to match the music. *(P)*

**Benchmark 2:** Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions).

**Learning Targets (Type):**

- 1) I can describe when music is like other things I learn in school. *(K)*
- 2) I can sing a song in another language. *(S)*
- 3) I can find patterns in music. *(K)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students identify by genre or style aural examples of music from various historical periods and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can recognize the difference between kinds of music, including Montana American Indian music. *(R)*

**Benchmark 2:** Students describe in simple terms how elements of music are used in music examples from cultures of the world, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can say when music is from various cultures or countries. *(K)*
- 2) I can tell when I'm listening to Powwow music. *(K)*

**Benchmark 3:** Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

**Learning Targets (Type):**

- 1) I can identify music used daily and discuss how it happens. *(K)*

**Benchmark 4:** Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I can tell if a person is a composer, conductor, or performer. *(K)*

**Benchmark 5:** Students demonstrate audience behavior appropriate for the context and style of music performed.

**Learning Targets (Type):**

1) I can show correct audience behavior when classmates are performing. *(K, S)*

# GENERAL MUSIC

## Grade 2

### **Course Overview:**

Grade 2 students will engage in a wide variety of music activities, including singing, playing instruments, and dancing. Students will learn to manipulate and reproduce the four types of human voice: speaking, singing, whispering, and talking. They also build the foundation of a musical vocabulary including: steady beat, high/low, and fast/slow.

*NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

#### **Learning Targets (Type):**

1) I can show high or low pitches with my body. (K)

**Benchmark 2:** Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

#### **Learning Targets (Type):**

1) I can demonstrate singing with dynamics. (S)

2) I can perform a song, breathing before each phrase. (S)

**Benchmark 3:** Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

#### **Learning Targets (Type):**

1) I can sing many kinds of songs. (K)

**Benchmark 4:** Students sing ostinati, partner songs, and rounds.

#### **Learning Targets (Type):**

1) I can sing or speak a simple ostinato while others are singing a song. (S)

**Benchmark 5:** Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

#### **Learning Targets (Type):**

1) I can sing a four beat pitch pattern using hand signs and solfeggio. (S)

2) I can sing as loudly or quietly as the children around me. (S)

3) I can follow the teacher. (S)

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

#### **Learning Targets (Type):**

1) I can perform a steady beat or rhythms using my body. (S)

2) I can perform a steady beat or rhythms on classroom instruments. (S)

**Benchmark 2:** Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

**Learning Targets (Type):**

- 1) I can perform a rhythmic ostinato on a classroom instrument. *(S)*
- 2) I can perform the rhythm of words on a classroom instrument. *(S)*

**Benchmark 3:** Students perform expressively a varied repertoire of music representing diverse genres and styles.

**Learning Targets (Type):**

- 1) I can play a four beat pattern on a variety of instruments. *(S)*
- 2) I can play as loudly or quietly as the children around me. *(S)*
- 3) I can follow the teacher. *(S)*

**Benchmark 4:** Students echo short rhythms and melodic patterns.

**Learning Targets (Type):**

- 1) I can play a simple rhythmic ostinato while singing a song. *(S)*

**Benchmark 5:** Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

**Learning Targets (Type):**

- 1) I can start a piece watching the cue of a conductor. *(S)*
- 2) I can respond to loud and quiet following a conductor. *(S)*
- 3) I can play at the appropriate dynamic level with my ensemble. *(S)*

**Benchmark 6:** Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

**Learning Targets (Type):**

- 1) I can play a simple rhythmic ostinato while others are playing a different ostinato.

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise “answers” in the same style to given rhythmic and melodic phrases.

**Learning Targets (Type):**

- 1) I can make up a sung response to a question. *(R)*
- 2) I can make up a four beat pitch pattern on a barred instrument using five notes. *(R)*

**Benchmark 2:** Students improvise simple rhythmic and melodic ostinato accompaniments.

**Learning Targets (Type):**

- 1) I can create a four beat melody on the pitched mallet instruments. *(R)*
- 2) I can create a four beat rhythm using ta and ti-ti on unpitched percussion instruments. *(R)*

**Benchmark 3:** Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

**Learning Targets (Type):**

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**Benchmark 4:** Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional



sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines).

**Learning Targets (Type):**

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students create and arrange music to accompany readings or dramatizations.

**Learning Targets (Type):**

- 1) I can choose sounds to accompany stories and songs using instruments or my voice. *(R)*

**Benchmark 2:** Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

**Learning Targets (Type):**

- 1) I can make a picture of simple forms such as repetition and contrast, AB, ABA. *(P)*
- 2) I can identify simple forms. *(K)*
- 3) I can create a simple form. *(P)*

**Benchmark 3:** Students use a variety of sound sources when composing.

**Learning Targets (Type):**

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

**Learning Targets (Type):**

- 1) I can read a four beat rhythm pattern using half notes, quarter notes, eighth notes, half rests, and quarter rests. *(K)*
- 2) I can perform a four beat rhythm pattern using half notes, quarter notes, eighth notes, half rests, and quarter rests. *(S)*

**Benchmark 2:** Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

**Learning Targets (Type):**

- 1) I can read So, La, and Mi on a three line staff. *(K)*
- 2) I can read Do, Re, Mi on a three line staff. *(K)*

**Benchmark 3:** Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

**Learning Targets (Type):**

- 1) I can recognize the following expressive elements: fast/slow, piano/forte, getting louder or softer, and changing tempos. *(K)*
- 2) I can perform the following expressive elements: fast/slow, piano/forte, getting louder or softer, and changing tempos. *(S)*

**Benchmark 4:** Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

**Learning Targets (Type):**

- 1) I can write simple So, La, Mi patterns on a three line staff. *(S)*
- 2) I can write simple Do, Re, Mi patterns on a three line staff. *(S)*
- 3) I can write a four beat rhythm pattern using quarter notes, eighth notes, and quarter rests. *(S)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students identify simple music forms when presented aurally.

**Learning Targets (Type):**

- 1) I can recognize AB, ABA, cumulative, and call and response forms. *(K)*

**Benchmark 2:** Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can recognize and describe drums, strings, air, and percussion instruments. *(K)*
- 2) I can recognize different vocal qualities. *(K)*
- 3) I can perform singing games, add-on songs, patriotic, seasonal, multi-cultural, and folk songs. *(S)*

**Benchmark 3:** Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

**Learning Targets (Type):**

- 1) I can describe various tempos, dynamics, and musical sounds. *(K, S)*
- 2) I can name quarter notes, half notes, eighth notes, quarter rests, and half rests when I see or hear them. *(K, S)*

**Benchmark 4:** Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

**Learning Targets (Type):**

- 1) I can tell the difference between an adult voice and a child's voice. *(R)*
- 2) I can identify the sounds of wood block, tambourine, triangle, cowbell, hand drum, and guiro. *(K)*
- 3) I can recognize and describe drums, strings, air, and percussion instruments from around the world. *(K, S)*

**Benchmark 5:** Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

**Learning Targets (Type):**

- 1) I can show through my movements that the music is fast or slow. *(P)*
- 2) I can show through my movements that the pitch is high or low. *(P)*
- 3) I can show through my movements that the music is speeding up or slowing down. *(P)*
- 4) I can show through my movement the different sections of the music. *(P)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students devise criteria for evaluating performances and compositions.

**Learning Targets (Type):**

- 1) I can listen for instruments in a piece of music. *(S)*
- 2) I can listen for voices in a piece of music. *(S)*
- 3) I can listen for tempo in a piece of music. *(S)*
- 4) I can listen for soft and loud in a piece of music. *(S)*

**Benchmark 2:** Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

**Learning Targets (Type):**

- 1) I can use describing words to say how I feel about music. *(R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

**Learning Targets (Type):**

- 1) I can draw a picture of what I hear. *(P)*
- 2) I can create movement to match the music. *(P)*
- 3) I can create a story to match the music. *(P)*

**Benchmark 2:** Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions).

**Learning Targets (Type):**

- 1) I can say how music is like other things I learn in school. *(R)*
- 2) I can sing a song in another language. *(S)*
- 3) I can find patterns in music. *(R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students identify by genre or style aural examples of music from various historical periods and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can recognize the difference between styles of music, including Montana American Indian music. *(R)*

**Benchmark 2:** Students describe in simple terms how elements of music are used in music examples from cultures of the world, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can say when music is from various cultures or countries. *(K)*
- 2) I can tell when I'm listening to Powwow music. *(K)*

**Benchmark 3:** Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

**Learning Targets (Type):**

- 1) I can make a list of places I hear or use music during the day. *(P)*
- 2) I can tell why songs are used (example: lullaby, march, holiday, etc.) *(K)*

**Benchmark 4:** Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can list jobs in music, art, dance, and drama. *(K)*

**Benchmark 5:** Students demonstrate audience behavior appropriate for the context and style of music performed.

**Learning Targets (Type):**

- 1) I can show appropriate audience behavior. *(K)*

# GENERAL MUSIC

## Grade 3

### **Course Overview:**

Grade 3 students will engage in a wide variety of music activities, including singing, playing instruments, and dancing. Music notation is addressed through reading rhythm subdivisions to sixteenth notes, multiple beat notations, and reading five note melodic notations on a five line staff. They also continue building the foundation of musical vocabulary.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

#### **Learning Targets (Type):**

- 1) I can label a melody that moves by step, skip, or repeat when I listen to a song or sing a song. (*R*)
- 2) I can identify steps, skips, and repeats when I see them on a treble staff. (*K*)
- 3) I can play the steady beat with body percussion or on an instrument when I sing a song. (*S*)
- 4) I can play the melodic rhythm of the song using body percussion or unpitched percussion instruments. (*S*)

**Benchmark 2:** Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

#### **Learning Targets (Type):**

- 1) I can make and perform a dynamic plan for a song using *p*, *mp*, *mf*, and *f*. (*S*)
- 2) I can count the number of phrases in a song. (*K*)

**Benchmark 3:** Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

#### **Learning Targets (Type):**

- 1) I can sing holiday music from around the world in December. (*S*)
- 2) I can sing folk songs, patriotic and seasonal songs, multi-cultural songs, cumulative songs and singing games in my music class. (*S*)

**Benchmark 4:** Students sing ostinatos, partner songs, and rounds.

#### **Learning Targets (Type):**

- 1) I can sing or speak a simple ostinato while others are singing a song. (*S*)
- 2) I can sing or speak a canon when the class divides into two groups. (*S*)

**Benchmark 5:** Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

#### **Learning Targets (Type):**

- 1) I can sing a four beat pitch pattern using hand signs and solfeggio. (*S*)

- 2) I can sing *forte* and *piano* as I follow the teacher. (S)

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

**Learning Targets (Type):**

- 1) I can perform the steady beat or rhythms with my body. (S)
- 2) I can perform the steady beat or rhythms on classroom instruments. (S).

**Benchmark 2:** Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

**Learning Targets (Type):**

- 1) I can perform a rhythmic ostinato on a classroom instrument. (S)
- 2) I can perform rhythmic patterns on a classroom instrument. (S)

**Benchmark 3:** Students perform expressively a varied repertoire of music representing diverse genres and styles.

**Learning Targets (Type):**

- 1) I can choose appropriate sounds from unpitched percussion instruments to enrich the words in poetry, literature, and song. (K,S)
- 2) I can follow the teacher. (S)

**Benchmark 4:** Students echo short rhythms and melodic patterns.

**Learning Targets (Type):**

- 1) I can play a simple ostinato pattern while singing a song. (S)

**Benchmark 5:** Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

**Learning Targets (Type):**

- 1) I can start a piece watching the cue of a conductor. (S)
- 2) I can respond to loud and quiet following a conductor. (S)
- 3) I can play at the appropriate dynamic level with my ensemble. (S)

**Benchmark 6:** Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

**Learning Targets (Type):**

- 1) I can play an ostinato pattern with a small group as the class sings a song. (S)
- 2) I can play an ostinato pattern by myself as the class sings a song. (S)

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise “answers” in the same style to given rhythmic and melodic phrases.

**Learning Targets (Type):**

- 1) I can play an eight beat answer using body percussion or unpitched percussion instruments when my teacher asks a seven beat question. (R)
- 2) I can sing or play an eight beat answer when my teacher sings or plays a seven beat question. (R)

**Benchmark 2:** Students improvise simple rhythmic and melodic ostinato accompaniments.

**Learning Targets (Type):**

- 1) I can create an eight beat melody on pitched mallet instruments. *(R)*
- 2) I can create an eight beat rhythm using tah, ti-ti, tah-ah, and ti-r-ti-ri on unpitched percussion. *(R)*

**Benchmark 3:** Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

**Learning Targets (Type):**

- 1) I can create a song using the rhythm of a poem on unpitched percussion instruments on barred instruments. *(P)*
- 2) I can make up a song that is eight beats long on barred instruments. *(P)*

**Benchmark 4:** Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines).

**Learning Targets (Type):**

- 1) I can create music that expresses the mood of a story or poem. *(P)*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students create and arrange music to accompany readings or dramatizations.

**Learning Targets (Type):**

- 1) I can select sounds from a variety of unpitched percussion instruments to represent characters in a story. *(R)*
- 2) I can arrange a song (write verses, order phrases, sing or play) to help tell a story. *(R)*

**Benchmark 2:** Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

**Learning Targets (Type):**

- 1) I can create a song using S-L-M-R-D and an assigned eight beat rhythm. *(S)*
- 2) I can create two contrasting phrases using two assigned eight beat rhythms. *(R)*

**Benchmark 3:** Students use a variety of sound sources when composing.

**Learning Targets (Type):**

- 1) I can use my voice, pitched and unpitched percussion, and found sounds to create music. *(S)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

**Learning Targets (Type):**

- 1) I can read rhythm cards with the correct rhythmic syllables. *(S)*

- 2) I can identify the number of beat in each note. (S)
- 3) I can write an eight measure rhythm using half, quarter, eighth, and sixteenth notes and quarter rests. (S)

**Benchmark 2:** Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

**Learning Targets (Type):**

- 1) I can identify and notate S-L-M-R-D on the treble staff. (R)
- 2) I can sing and sign S-L-M-R-D melodies on the treble staff. (S)
- 3) I can sing S-L-M-R-D-L, patterns when my teacher points to steps on the solfegge ladder. (S)

**Benchmark 3:** Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

**Learning Targets (Type):**

- 1) I can define, identify, and perform *piano*, *forte*, *crescendo*, and *decrescendo*. (S)
- 2) I can define, identify, and use *accelerando* and *ritardando*. (S)
- 3) I can create a body percussion pattern for music that moves in two or three. (S)
- 4) I can identify the meter of music that moves in two or three while listening to music. (S)

**Benchmark 4:** Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

**Learning Targets (Type):**

- 1) I can write simple So, La, Mi, Re, Do patterns on the treble staff. (S)
- 2) I can write an eight beat rhythm pattern using quarter notes, eighth notes, half notes, sixteenth notes, whole notes, quarter rests, half rests, and whole rests. (S)

## **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students identify simple music forms when presented aurally.

**Learning Targets (Type):**

- 1) I can show form through patterned movement in response to same and different music. (K)
- 2) I can label same and different music with the letters 'A' and 'B'. (K)

**Benchmark 2:** Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can recognize and describe percussion, strings, winds, and brass instruments. (K)
- 2) I can recognize different vocal qualities. (K)
- 3) I can perform singing games, add-on songs, patriotic, seasonal, multi-cultural and folk songs. (S)

**Benchmark 3:** Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

**Learning Targets (Type):**

- 1) I can listen to music and identify it as fast or slow. (K)
- 2) I can listen to music and identify it as loud or soft and *forte* or *piano*. (K)
- 3) I can name quarter notes, half notes, dotted half notes, eighth notes, whole notes, quarter rests, half rests, and whole rests when I see or hear them. (K,S)



**Benchmark 4:** Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

**Learning Targets (Type):**

- 1) I can name the non-pitched percussion instrument family (woods, metals, shakers, and membranes) when I hear them played. *(K,S)*
- 2) I can name the barred instrument family (woods, metals, glockenspiels) when I hear them played. *(K)*
- 3) I can identify the difference between children's voices and adult voices. *(R)*

**Benchmark 5:** Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

**Learning Targets (Type):**

- 1) I can stand to show all repeating sections when listening to music. *(K)*
- 2) I can identify sections of music by holding up the correct letter card when the section is heard. *(K)*
- 3) I can show through my movements that music is fast, slow, high, low, speeding up, or slowing down. *(P)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students devise criteria for evaluating performances and compositions.

**Learning Targets (Type):**

- 1) I can contribute to discussion when critiquing a musical performance. *(K)*

**Benchmark 2:** Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

**Learning Targets (Type):**

- 1) I can offer positive and constructive comments using musical terms when discussing a musical performance. *(K)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

**Learning Targets (Type):**

- 1) I can compare the melodic line and the visual line in a piece of music and in a visual art. *(K)*
- 2) I can create a piece of visual art using musical timbres as a source of inspiration. *(P)*

**Benchmark 2:** Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions).

**Learning Targets (Type):**

- 1) I can use math operations to identify the number of beats in each measure, phrase, or piece. *(K)*
- 2) I can use language arts skills to write lyrics in music class. *(S,K)*
- 3) I can find patterns in music. *(S)*
- 4) I can sing a song in another language. *(S)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students identify by genre or style aural examples of music from various historical periods and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can identify the instruments I hear by their tone color. *(R)*
- 2) I can name the style by the tone colors used in the music. *(R)*

**Benchmark 2:** Students describe in simple terms how elements of music are used in music examples from cultures of the world, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can identify the high pitched singing by men in American Indian music. *(K)*
- 2) I can identify *forte* and *piano* in orchestral music. *(K)*
- 3) I can identify verse-refrain form in folk music. *(K)*

**Benchmark 3:** Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

**Learning Targets (Type):**

- 1) I can make a list of places I hear or use music during the day. *(P)*
- 2) I can tell why songs are used (example: lullaby, march, holiday, etc.) *(K)*

**Benchmark 4:** Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can list jobs in music, art, dance, and drama. *(K)*

**Benchmark 5:** Students demonstrate audience behavior appropriate for the context and style of music performed.

**Learning Targets (Type):**

- 1) I can focus on the performer and remain quiet throughout the performance. *(P)*
- 2) I can show that I liked the performance by clapping. *(P)*

# GENERAL MUSIC

## Grade 4

### **Course Overview:**

The 4<sup>th</sup> grade music class emphasizes a hands-on approach to music-making and study. Students play on a variety of instruments, compose, improvise, and observe musical performances and perform in selected school and community venues. Students are assessed through playing, oral and written work, oral and written exams, and participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

#### **Learning Targets (Type):**

- 1) I can sing by myself and with others. (K,S)
- 2) I can use good posture while singing. (K,S)
- 3) I can keep a steady tempo while singing. (K,S)
- 4) I can sing with correct diction, pitch, and rhythm. (K,S)

**Benchmark 2:** Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

#### **Learning Targets (Type):**

- 1) I can sing loudly and softly and get gradually louder and softer. (K,S)
- 2) I can sing in the correct style in a song. (K,S)
- 3) I can breathe in the correct places between phrases in a song. (K,S)

**Benchmark 3:** Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

#### **Learning Targets (Type):**

- 1) I can sing many different kinds of songs by memory. (K,S)

**Benchmark 4:** Students sing ostinatos, partner songs, and rounds.

#### **Learning Targets (Type):**

- 1) I can sing a melodic ostinato during a song. (K,S)
- 2) I can sing either part in a partner song. (K,S)
- 3) I can sing in different entrances in a round. (K,S)

**Benchmark 5:** Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

#### **Learning Targets (Type):**

- 1) I can sing in a group. (K,S,P)
- 2) I can follow a conductor. (K,S,P)

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

**Learning Targets (Type):**

- 1) I can play loudly and softly on instruments. *(K,S)*
- 2) I can play many different kinds of music on instruments. *(K,S)*
- 3) I can keep a steady tempo while playing instruments. *(K,S)*
- 4) I can play the correct pitches on instruments. *(K,S)*

**Benchmark 2:** Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

**Learning Targets (Type):**

- 1) I can play rhythmic patterns by myself on many different kinds of instruments. *(K,S)*
- 2) I can play melodies by myself on many different kinds of instruments. *(K,S)*
- 3) I can play chords by myself on many different kinds of instruments. *(K,S)*

**Benchmark 3:** Students perform expressively a varied repertoire of music representing diverse genres and styles.

**Learning Targets (Type):**

- 1) I can play with expression on many different kinds of music on instruments. *(K,S)*

**Benchmark 4:** Students echo short rhythms and melodic patterns.

**Learning Targets (Type):**

- 1) I can echo rhythmic and melodic patterns on instruments. *(K,S)*

**Benchmark 5:** Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

**Learning Targets (Type):**

- 1) I can play instruments in groups. *(K,S)*
  - 2) I can follow a conductor while playing an instrument. *(K,S)*
- Benchmark 6:** Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

**Learning Targets (Type):**

- 1) I can play melodic and rhythmic ostinati on instruments. *(K,S)*
- 2) I can play harmonic progressions and chords on instruments. *(K,S)*
- 3) I can play a different rhythmic line at the same time that another is played. *(K,S)*

### **NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise “answers” in the same style to given rhythmic and melodic phrases.

**Learning Targets (Type):**

- 1) I can make up and play musical answers to questions. *(K,S)*

**Benchmark 2:** Students improvise simple rhythmic and melodic ostinato accompaniments.

**Learning Targets (Type):**

- 1) I can make up and play a rhythm or melody as an ostinato pattern. *(K,S)*

**Benchmark 3:** Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

**Learning Targets (Type):**

- 1) I can make up and add changes to a melody I know. (K,S)
- 2) I can make up and add changes in rhythm patterns to a melody I know. (K,S)

**Benchmark 4:** Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines).

**Learning Targets (Type):**

- 1) I can make up a song or rhythm piece using my voice and body percussion. (K,S)
- 2) I can make up a rhythm or melody using instruments in the classroom. (K,S)
- 3) I can make up melodies and rhythms using electronic sounds. (K,S)

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students create and arrange music to accompany readings or dramatizations.

**Learning Targets (Type):**

- 1) I can create my own music or make changes to someone else's composition to go with a story or play. (K,S,P)

**Benchmark 2:** Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

**Learning Targets (Type):**

- 1) I can make up a song and write it down. (K,S,P)
- 2) I can make up a piece for an instrument and write it down. (K,S,P)

**Benchmark 3:** Students use a variety of sound sources when composing.

**Learning Targets (Type):**

- 1) I can use many different kinds of things that create sound when I make up my own music. (K,S)

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

**Learning Targets (Type):**

- 1) I can read rhythm patterns using whole, half, dotted half, quarter, and eighth notes and rests. (K,R,P)

**Benchmark 2:** Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

**Learning Targets (Type):**

- 1) I can read on a five line staff. (K,R,P)

**Benchmark 3:** Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

**Learning Targets (Type):**

- 1) I can read musical signs and symbols and use them when I play and sing. (K,S,P)

**Benchmark 4:** Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

**Learning Targets (Type):**

1) I can write out melodies and rhythms in patterns given by my teacher. *(K,S,P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students identify simple music forms when presented aurally.

**Learning Targets (Type):**

1) I can listen to a piece of music and recognize its form. *(K,R)*

**Benchmark 2:** Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I can listen to music from various cultures and answer questions about it, describe it in my own words, and move to it. *(K,R)*

**Benchmark 3:** Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

**Learning Targets (Type):**

1) I can use the correct musical terms when I explain things about music. *(K,R)*

**Benchmark 4:** Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

**Learning Targets (Type):**

1) I can listen to and identify different kinds of instruments and voices. *(K,R)*

**Benchmark 5:** Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

**Learning Targets (Type):**

1) I can show different qualities about music through movement and acting. *(K,R)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students devise criteria for evaluating performances and compositions.

**Learning Targets (Type):**

*NOT ADDRESSED AT THIS GRADE LEVEL.*

**Benchmark 2:** Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

**Learning Targets (Type):**

1) I can use correct musical terms when I explain why I like or dislike a piece of music. *(K,R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

**Learning Targets (Type):**

1) I can compare and contrast terms that are used in the different arts. *(K,R)*

**Benchmark 2:** Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions.

**Learning Targets (Type):**

1) I can explain how music is related to other subjects taught in school. *(K,R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students identify by genre or style aural examples of music from various historical periods and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I can listen to and identify music from different times and cultures. *(K,R)*

**Benchmark 2:** Students describe in simple terms how elements of music are used in music examples from cultures of the world, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I can describe, in my own words, how musical elements are used in the music of other cultures. *(K,R)*

**Benchmark 3:** Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

**Learning Targets (Type):**

1) I can identify how music is a part of my daily life. *(K,R)*

2) I can explain how different kinds of music are best used for certain things. *(K,R)*

**Benchmark 4:** Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I can identify and explain the different types of musicians in different situations and cultures. *(K,R)*

**Benchmark 5:** Students demonstrate audience behavior appropriate for the context and style of music performed.

**Learning Targets (Type):**

1) I can show the correct way to behave at a concert or program. *(K,R,P)*

# GENERAL MUSIC

## Grade 5

### **Course Overview:**

The 5<sup>th</sup> grade music class emphasizes a hands-on approach to music-making and study. Students play on a variety of instruments, compose, improvise, and observe musical performances and perform in selected school and community venues. Students are assessed through playing, oral and written work, oral and written exams, and participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

#### **Learning Targets (Type):**

- 1) I can sing by myself and with others. (K,S)
- 2) I can use good posture while singing. (K,S)
- 3) I can keep a steady tempo while singing. (K,S)
- 4) I can sing with correct diction, pitch, and rhythm. (K,S)

**Benchmark 2:** Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

#### **Learning Targets (Type):**

- 1) I can sing loudly and softly and get gradually louder and softer. (K,S)
- 2) I can sing in the correct style in a song. (K,S)
- 3) I can breathe in the correct places between phrases in a song. (K,S)

**Benchmark 3:** Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

#### **Learning Targets (Type):**

- 1) I can sing many different kinds of songs by memory. (K,S)

**Benchmark 4:** Students sing ostinati, partner songs, and rounds.

#### **Learning Targets (Type):**

- 1) I can sing a melodic ostinato during a song. (K,S)
- 2) I can sing either part in a partner song. (K,S)
- 3) I can sing in different entrances in a round. (K,S)

**Benchmark 5:** Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

#### **Learning Targets (Type):**

- 1) I can sing in a group. (K,S,P)
- 2) I can follow a conductor. (K,S,P)

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**



**Benchmark 1:** Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

**Learning Targets (Type):**

- 1) I can play loudly and softly on instruments. *(K,S)*
- 2) I can play many different kinds of music on instruments. *(K,S)*
- 3) I can keep a steady tempo while playing instruments. *(K,S)*
- 4) I can play the correct pitches on instruments. *(K,S)*

**Benchmark 2:** Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

**Learning Targets (Type):**

- 1) I can play rhythmic patterns by myself on many different kinds of instruments. *(K,S)*
- 2) I can play melodies by myself on many different kinds of instruments. *(K,S)*
- 3) I can play chords by myself on many different kinds of instruments. *(K,S)*

**Benchmark 3:** Students perform expressively a varied repertoire of music representing diverse genres and styles.

**Learning Targets (Type):**

- 1) I can play with expression on many different kinds of music on instruments. *(K,S)*

**Benchmark 4:** Students echo short rhythms and melodic patterns.

**Learning Targets (Type):**

- 1) I can echo rhythmic and melodic patterns on instruments. *(K,S)*

**Benchmark 5:** Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

**Learning Targets (Type):**

- 1) I can play instruments in (groups) varied ensembles. *(K,S)*
- 2) I can follow a conductor while playing an instrument. *(K,S)*

**Benchmark 6:** Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinati, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

**Learning Targets (Type):**

- 1) I can play melodic and rhythmic ostinati on instruments. *(K,S)*
- 2) I can play harmonic progressions and chords on instruments. *(K,S)*
- 3) I can play a different rhythmic line at the same time that another is played. *(K,S)*

### **NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise “answers” in the same style to given rhythmic and melodic phrases.

**Learning Targets (Type):**

- 1) I can make up and play musical answers to questions that reflect the same style. *(K,S)*

**Benchmark 2:** Students improvise simple rhythmic and melodic ostinato accompaniments.

**Learning Targets (Type):**

- 1) I can make up and play a rhythm or melody as an ostinato pattern. *(K,S)*

**Benchmark 3:** Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

**Learning Targets (Type):**

- 1) I can make up and add changes to a melody I know. *(K,S)*
- 2) I can make up and add changes in rhythm patterns to a melody I know. *(K,S)*

**Benchmark 4:** Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines).

**Learning Targets (Type):**

- 1) I can make up a song or rhythm piece using my voice and body percussion. *(K,S)*
- 2) I can make up a rhythm or melody using instruments in the classroom. *(K,S)*
- 3) I can make up melodies and rhythms using electronic sounds. *(K,S)*

#### **NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students create and arrange music to accompany readings or dramatizations.

**Learning Targets (Type):**

- 1) I can create my own music or make changes to someone else's composition to go with a story or play. *(K,S,P)*

**Benchmark 2:** Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

**Learning Targets (Type):**

- 1) I can make up a song (and write it down) using specified guidelines. *(K,S,P)*
- 2) I can make up a piece for an instrument (and write it down) using specified guidelines. *(K,S,P)*

**Benchmark 3:** Students use a variety of sound sources when composing.

**Learning Targets (Type):**

- 1) I can use many different kinds of things that create sound when I make up my own music. *(K,S)*

#### **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

**Learning Targets (Type):**

- 1) I can read rhythm patterns using whole, half, dotted half, quarter, and eighth notes and rests. *(K,R,P)*

**Benchmark 2:** Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

**Learning Targets (Type):**

- 1) I can read on a five line staff. *(K,R,P)*

**Benchmark 3:** Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

**Learning Targets (Type):**

- 1) I can read musical signs and symbols and respond to (use) them when I play and sing. (K,S,P)

**Benchmark 4:** Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

**Learning Targets (Type):**

- 1) I can write out melodies and rhythms in patterns given by my teacher. (K,S,P)

#### **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students identify simple music forms when presented aurally.

**Learning Targets (Type):**

- 1) I can listen to a piece of music and recognize its form. (K,R)

**Benchmark 2:** Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can listen to music from various cultures and answer questions about it, describe it in my own words, and move to it. (K,R)

**Benchmark 3:** Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

**Learning Targets (Type):**

- 1) I can use the correct musical terms when I explain things about music. (K,R)

**Benchmark 4:** Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

**Learning Targets (Type):**

- 1) I can listen to and identify different kinds of instruments and voices. (K,R)

**Benchmark 5:** Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

**Learning Targets (Type):**

- 1) I can show different qualities about music through movement and acting. (K,R)

#### **NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students devise criteria for evaluating performances and compositions.

**Learning Targets (Type):**

- 1) I can create criteria to evaluate a performance or composition.

**Benchmark 2:** Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

**Learning Targets (Type):**

- 1) I can use correct musical terms when I explain why I like or dislike a piece of music. (K,R)

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

**Learning Targets (Type):**

1) I can compare and contrast terms that are used in the different arts. *(K,R)*

**Benchmark 2:** Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions.

**Learning Targets (Type):**

1) I can explain how music is related to other subjects taught in school. *(K,R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students identify by genre or style aural examples of music from various historical periods and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I can listen to and identify music from different times and cultures. *(K,R)*

**Benchmark 2:** Students describe in simple terms how elements of music are used in music examples from cultures of the world, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I can describe, in my own words, how musical elements are used in the music of other cultures. *(K,R)*

**Benchmark 3:** Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

**Learning Targets (Type):**

1) I can identify how music is a part of my daily life. *(K,R)*

2) I can explain how different kinds of music are best used for certain things. *(K,R)*

**Benchmark 4:** Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I can identify and explain the different types of musicians in different situations and cultures. *(K,R)*

**Benchmark 5:** Students demonstrate audience behavior appropriate for the context and style of music performed.

**Learning Targets (Type):**

1) I can show the correct way to behave at a concert or program. *(K,R,P)*

# BAND

## Grade 5

### **Course Overview:**

Fifth Grade Band is designed to introduce students to the fundamentals of playing a wind or percussion instrument, thus providing a solid foundation for future musical growth. This course is based on the six Montana overarching art standards and the nine national music content standards. Assessment tools include practice slips, playing tests, and concert participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

#### **Learning Targets (Type):**

- 1) I can sing note names while fingering. (K,S,P)
- 2) I can sing note figures with solfeggio or other reading tools. (K,S,P)

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

#### **Learning Targets (Type):**

- 1) I can correctly identify all parts of my instrument. (K)
- 2) I can correctly demonstrate proper care and maintenance of my instrument. (K)

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

#### **Learning Targets (Type):**

- 1) I can demonstrate proper playing position for my particular instrument. (K,S,P)
- 2) I can recognize and produce a characteristic tone for my instrument. (K,R,S,P)
- 3) I can demonstrate the proper playing embouchure for my instrument. (K,S,P)
- 4) I can demonstrate a characteristic sound for my instrument. (K,S,P)

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

#### **Learning Targets (Type):**

- 1) I can use correct fingerings and stickings when playing my instrument. (K,S,P)
- 2) I can locate a fingering chart and use it when necessary. (K,S,P)

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

- 1) I can practice my instrument each night. *(K,S,P)*
- 2) I can avoid distractions while I practice my instrument. *(R,S,P)*

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

- 1) I can successfully learn and perform a solo for the Solo Day Festival. *(K,R,S,P)*
- 2) I can correctly identify expressive markings (Dynamics and Articulations) on a piece of music. *(K,R,S,P)*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

- 1) I can complete melodies. *(K,S,P,R)*
- 2) I can play by ear (but it really hurts) *(K,R,S)*

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE*

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

- 1) I can successfully complete the Essential Elements creativity exercises when assigned. *(K,S,P)*

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

## **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

### **Learning Targets (Type):**

- 1) I can use various appropriate parts of my body to demonstrate beat. *(K,S,P)*
- 2) I can identify a metronome and clearly state how to use it as a practice tool. *(K,S,P)*
- 3) I can demonstrate an accurate conducting pattern for time signatures of 2/4, 3/4, and 4/4 times. *(K)*
- 4) I can count out loud using a syllabic counting system. *(K)*

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

### **Learning Targets (Type):**

- 1) I can accurately draw my music clef. *(K,S,P)*
- 2) I can name the lines and spaces of a music staff including ledger lines above and below. *(K,S,P)*

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

### **Learning Targets (Type):**

- 1) I can recognize and clearly define basic music terms. *(K, P)*
- 2) I can demonstrate the ability to play fast and slow. *(K,S,P)*
- 3) I can demonstrate the ability to play loud and soft. *(K,S,P)*

**Benchmark 4:** Students use standard notation to record their musical ideas and the musical ideas of others.

### **Learning Targets (Type):**

- 1) I can notate basic notes and rests in simple rhythmic patterns. *(K)*
- 2) I can accurately draw my music clef. *(K,S,P)*
- 3) I can name the lines and spaces of a music staff including ledger lines above and below. *(K,S,P)*

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

### **Learning Targets (Type):**

- 1) I can identify the difference between high and low notes. *(K,R,P)*
- 2) I can read and identify the difference between steps and skips. *(K,R,P)*
- 3) I can correctly play the B $\flat$ , E $\flat$  and F major scales. *(K,S,P)*

## **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

### **Learning Targets (Type):**

- 1) I can recognize the various timbres of my school band. *(K,R,P)*
- 2) I can identify melody and accompaniment. *(K,R,P)*

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

### **Learning Targets (Type):**

- 1) I can listen to a wide variety of performances including music I don't normally listen to. *(K,R,P)*

2) I can begin building my own listening library. *(K,R,P)*

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

1) I can identify simple musical forms including AB, ABA and Rondo. *(K,R,S,P)*

#### **NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

1) I can watch my conductor while playing. *(R,S,P)*

2) I can clearly understand what my conductor is asking me to do while performing.  
*(R,S,P)*

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

1) I can be a productive and positive member of the band. *(K,S,R,P)*

2) I can demonstrate proper rehearsal behavior and etiquette. *(K,S,R,P)*

#### **NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

1) I can understand how the arts are connected. *(K,R)*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works).

**Learning Targets (Type):**

1) I can understand how music relates to other subjects. *(K,R)*

#### **NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**



1) I can identify different styles of music. *(K,R,P)*

2) I can play different styles of music. *(K,S,P)*

**Benchmark 2:** Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

1) I can describe my role as a member of my school band. *(K,R,P)*

# ORCHESTRA

## Grade 5

### **Course Overview:**

The 5<sup>th</sup> grade Orchestra class is design to introduce students to the fundamentals of playing a stringed instrument, thus providing a solid foundation for future musical growth. Assessment tools include practice slips, playing tests, and concert participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

#### **Learning Targets (Type):**

- 1) I can sing note-names and air-bow at the same time. (K,S)
- 2) I can clap and sing note-names at the same time. (K,S)
- 3) I can sing note-names on pitch for songs I am learning. (K,S)

**Benchmark 2:** Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students sing music written in two and three parts.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

#### **Learning Targets (Type):**

- 1) I can open and close my instrument case correctly. (K,S)

- 2) I can take good care of my instrument. *(K,S)*
- 3) I can tighten and loosen my bow to the correct tension(s). *(K,S)*
- 4) I can demonstrate proper body posture. *(K,S,P)*
- 5) I can maintain proper instrument position. *(K,S,P)*
- 6) I can form a proper bow hold. *(K,S,P)*
- 7) I can draw a straight bow for a clear tone quality. *(K,S,P)*
- 8) I can produce both legato and staccato styles. *(K,S,P)*
- 9) I can perform quick and quiet bow lifts. *(K,S,P)*

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can perform finger pattern #1 in tune. *(K,S,R,P)*
- 2) I can perform finger pattern #2 in tune. *(K,S,R,P)*
- 3) I can perform a one octave D Major scale in tune. *(K,S,R,P)*
- 4) I can perform left-hand pizzicato. *(K,S,P)*
- 5) I can play my 4<sup>th</sup> finger in tune (violin/viola). I can shift to 2<sup>nd</sup> position (cell0). I can shift to 3<sup>rd</sup> position (bass). *(K,S,R,P)*
- 6) I can play Eb on the D string. *(K,S,P)*
- 7) I can play crescendo and decrescendo to create beautiful phrases. *(K,S,P)*
- 8) I can play terraced dynamics. *(K,S,P)*
- 9) I can perform a musical ritardando. *(K,S,P)*

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

- 1) I can take my instrument home at least twice a week. *(K)*
- 2) I can practice on my own using the white book. *(K,S)*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

- 1) I can answer a musical question with my instrument. *(K,S,R)*
- 2) I can jazz-up Aunt Rhody. *(K,S,R,P)*

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

1) I can make-up my own song and write it down with letter names. *(K,S,R,P)*

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

**Learning Targets (Type):**

1) I can read musical notation in 4/4 time for the notes of the D Major scale. *(K,S)*

2) I can read musical notation in 3/4 time for the notes of the D Major scale. *(K,S)*

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

**Learning Targets (Type):**

1) I can track the notation for *Can-Can* (Essential Elements, book 1). *(K,S)*

2) I can read basic combinations of half, quarter, and eighth notes. *(K,S)*

3) I can perform from notation using the notes of the D Major scale. *(K,S,P)*

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

**Learning Targets (Type):**

1) I can identify *piano* and *forte* playing. *(K)*

2) I can identify *Allegro* and *Largo* tempos in another's playing. *(K)*

3) I can identify *legato* and *staccato* playing. *(K)*

**Benchmark 4:** Students use standard notation to record their musical ideas and the musical ideas of others.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

#### **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

**Learning Targets (Type):**

- 1) I can state the form of *Boil The Cabbage Down*. (K)
- 2) I can perform complimentary form of *Boil The Cabbage Down* (BBAB). (K,S,P)
- 3) I can identify Rondo form when listening to a piece. (K)

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Learning Targets (Type):**

- 1) I can say who wrote *Ode To Joy*. (K)
- 2) I can listen quietly to a piece by Bach. (S)
- 3) I can play *Boil The Cabbage Down*. (K,S,P)

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

- 1) I can write down the form of *Twinkle, Twinkle Little Star* – Theme. (K,R,P)
- 2) I can identify the theme and Variations of *Twinkle, Twinkle Little Star*. (K)
- 3) I can identify the form of *Allegro*. (K)

#### **NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

- 1) I can state whether or not a performer is playing in sync with a piano accompaniment. (K)
- 2) I can offer constructive criticism about a classmate's solo performance, identifying the most important area for improvement. (K)
- 3) I can offer an honest evaluation of my group's performance of a piece. (K)
- 4) I can show that I care about my improvement by paying attention in class. (K,S)
- 5) I demonstrate my support for my classmates by padding my feet when they play well. (K,S,P)

- 6) I can sit quietly while others are rehearsing. (K,S)

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

- 1) I can offer my version of a song's "story" from my own imagination. (R,P)
- 2) I can identify 3/ 4 time as a basis for the waltz (dance) – *French Folk Song*. (K)
- 3) I can identify *Boil The Cabbage Down* as an American Fiddle Tune for folk dancing. (K)

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

**Learning Targets (Type):**

- 1) I can demonstrate an understanding of the 2:1 relationship between half-notes and quarter-notes – *Mathematics*. (K,S,P)
- 2) I can play duets with complimentary rhythms, 2: 1 ration - *Mathematics*. (K,S,P)

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can identify a tune my teacher performs as being *Classical* or *Fiddle tune*. (K)

**Benchmark 2:** Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

- 1) I can state whether a video depicts a *Church Musician*, *Concert Musician*, or *Dance Musician*. (K)
- 2) I can describe the music of my favorite video game and explain why it exists in a particular scene or area of the game. (K)

- 3) I can describe the music of a movie scene that I like and tell how it helps the action of the scene. *(K)*

# BAND

## Grade 6

**Prerequisite:** 5<sup>th</sup> Grade Band

**Course Overview:**

Sixth Grade Band is designed to introduce students to the fundamentals of playing a wind or percussion instrument, thus providing a solid foundation for future musical growth. This course is based on the six Montana overarching art standards and the nine national music content standards. Assessment tools include practice slips, playing tests, and concert participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

**NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

**Learning Targets (Type):**

- 1) I can sing note names in rhythm while fingering. (K,S,P)
- 2) I can sing note figures with solfeggio or other reading tools. (K,S,P)

**Benchmark 2:** Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students sing music written in two and three parts.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately



and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

**Learning Targets (Type):**

- 1) I can correctly identify all parts of my instrument. *(K,S,P)*
- 2) I can correctly demonstrate proper care and maintenance of my instrument. *(K,S,P)*
- 3) I can practice my instrument each night. *(K,S,P)*
- 4) I can avoid distractions while I practice my instrument. *(R,S,P)*

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can demonstrate proper playing position for my particular instrument. *(K,S,P)*
- 2) I can recognize and produce a characteristic tone for my instrument. *(K,S,R,P)*

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

- 1) I can demonstrate the proper playing embouchure for my instrument. *(K,S,P)*
- 2) I can demonstrate a characteristic sound for my instrument. *(K,S,P)*

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

- 1) I can use correct fingerings and stickings when playing my instrument. *(K,S,P)*
- 2) I can locate a fingering chart and use it when necessary. *(K,S,P)*

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

- 1) I can successfully learn and perform a solo for the Solo Day Festival. *(K,R,S,P)*
- 2) I can correctly identify expressive markings (Dynamics and Articulations) on a piece of music. *(K,R,S,P)*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

- 1) I can complete melodies. *(K,R,S,P)*
- 2) I can play by ear (but it really hurts). *(K,R,S,P)*
- 3) I can perform variations on a simple melody. *(K,R,S,P)*

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

NOT ADDRESSED IN THIS COURSE.

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

- 1) I can successfully complete the Essential Elements creativity exercises when assigned. *(K,S,P)*
- 2) I can properly notate music. *(K,R,S,P)*
- 3) I can notate variations on a simple melody. *(K,R,S,P)*

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

NOT ADDRESSED IN THIS COURSE.

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

NOT ADDRESSED IN THIS COURSE.

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

**Learning Targets (Type):**

- 1) I can use various appropriate parts of my body to demonstrate beat. *(K, S,P)*
- 2) I can identify a metronome and clearly state how to use it as a practice tool. *(K,R, P)*
- 3) I can demonstrate an understanding of a variety of meters both simple and compound. *(K,R,S,P)*

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

**Learning Targets (Type):**

- 1) I can accurately draw my music clef.
- 2) I can name the lines and spaces of a music staff including ledger lines above and below.
- 3) I can correctly relate concert pitch to the appropriate pitch on my instrument.

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

**Learning Targets (Type):**

- 1) I can recognize and clearly define basic music terms. *(K, S,P)*
- 2) I can use my glossary as a reference for terms I do not know. *(K, P)*
- 3) I can understand and play expressive markings. *(K, S,P)*

**Benchmark 4:** Students use standard notation to record their musical ideas and the musical ideas of others.

**Learning Targets (Type):**

- 1) I can notate basic notes and rests in simple rhythmic patterns including whole, half, quarter, eighth and syncopated rhythms. *(K, S,P)*
- 2) I can demonstrate an understanding of a numeric counting system. *(K, S,P)*

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can identify the difference between high and low notes. *(K,R,S,P)*
- 2) I can read and identify the difference between steps and skips. *(K,R,S,P)*
- 3) I can play melodies in a variety of major and minor keys. *(K,R,S,P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

**Learning Targets (Type):**

- 1) I can use appropriate terms to talk about music. *(K, S,P)*

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Learning Targets (Type):**

- 1) I can listen to a wide variety of performances including music I don't normally listen to. *(K,R, P)*
- 2) I can continue building my own listening library. *(K,R,P)*

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

- 1) I can identify simple musical forms including AB, ABA, Rondo, Theme and Variations and March. *(K,R,S,P)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

- 1) I can watch my conductor while playing. *(R,,S,P)*
- 2) I can clearly understand what my conductor is asking me to do while performing. *(R,S,P)*
- 3) I can constructively critique both my performances and the ensembles performances. *(K,R, P)*

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

- 1) I can be a productive and positive member of the band. *(K,R, P)*
- 2) I can demonstrate proper rehearsal behavior and etiquette. *(K,R, P)*

- 3) I can be an independent musician while still contributing to the good of the ensemble. *(K,R, P)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

- 1) I can understand how the arts are connected. *(K,R)*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicles in or influenced by musical works.

**Learning Targets (Type):**

- 1) I can understand how music relates to other subjects. *(K,R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can identify different styles of music. *(K,R, P)*  
2) I can play different styles of music. *(K,R, P)*

**Benchmark 2:** Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

- 1) I can describe my role as a member of my school band. *(K,R,P)*  
2) I can compare and contrast my role in music vs. other cultures. *(K,R,P)*

# BAND

## Grade 7

**Prerequisite:** 6<sup>th</sup> Grade Band

**Course Overview:**

Seventh Grade Band is designed to introduce students to the fundamentals of playing a wind or percussion instrument, thus providing a solid foundation for future musical growth. This course is based on the six Montana overarching art standards and the nine national music content standards. Assessment tools include practice slips, playing tests, and concert participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

**NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

**Learning Targets (Type):**

- 1) I can sing note names in rhythm while fingering. (K, S,P)
- 2) I can sing note figures with solfeggio or other reading tools. (K, S,P)

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

**Learning Targets (Type):**

- 1) I can correctly identify all parts of my instrument. (K, S,P)
- 2) I can correctly demonstrate proper care and maintenance of my instrument. (K,S,P)
- 3) I can practice my instrument each night. (K, S,P)
- 4) I can avoid distractions while I practice my instrument. (R,S,P)
- 5) I can establish and reflect on clear goals for each practice session. (R,S,P)

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can demonstrate proper playing position for my particular instrument. (K, S,P)
- 2) I can recognize and produce a characteristic tone for my instrument. (K,R,S,P)

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

- 1) I can demonstrate the proper playing embouchure for my instrument. (K, S,P)

2) I can demonstrate a characteristic sound for my instrument. *(K, S,P)*

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

1) I can use correct fingerings and stickings when playing my instrument. *(K, S,P)*

2) I can locate a fingering chart and use it when necessary. *(K, S,P)*

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

1) I can successfully learn and perform a solo and/or ensemble for the Solo Day Festival. *(K,R,S,P)*

2) I can correctly identify expressive markings (Dynamics and Articulations) on a piece of music. *(K,R,S,P)*

### **NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

1) I can complete melodies. *(K,R,S,P)*

2) I can play by ear (but it really hurts). *(K,R,S,P)*

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

1) I can perform variations on a simple melody. *(K,R,S,P)*

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

1) I can successfully complete the Essential Elements creativity exercises when assigned. *(K, S,P)*

2) I can properly notate music. *(K,R,S,P)*

3) I can notate variations on a simple melody. *(K,R,S,P)*

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

#### **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

**Learning Targets (Type):**

- 1) I can use various appropriate parts of my body to demonstrate beat. *(K, S,P)*
- 2) I can identify a metronome and clearly state how to use it as a practice tool. *(K,R, P)*
- 3) I can demonstrate an understanding of a variety of meters both simple and compound. *(K,R,S,P)*

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

**Learning Targets (Type):**

- 1) I can accurately draw my music clef. *(K, S,P)*
- 2) I can name the lines and spaces of a music staff including ledger lines above and below. *(K,S, P)*

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

**Learning Targets (Type):**

- 1) I can demonstrate an understanding of a numeric counting system. *(K, S,P)*
- 2) I can recognize and clearly define basic music terms. *(K, S,P)*
- 3) I can understand and play expressive markings. *(K, S,P)*
- 4) I can use my glossary as a reference for terms I do not know. *(K, P)*
- 5) I can identify the difference between high and low notes. *(K,R,S,P)*
- 6) I can read and identify the difference between steps and skips. *(K,R,S,P)*

**Benchmark 4:** Students use standard notation to record their musical ideas and the musical ideas of others.

**Learning Targets (Type):**

- 1) I can notate basic notes and rests in simple rhythmic patterns. *(K, S,P)*

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can play melodies in a variety of major and minor keys. *(K,R,S,P)*

#### **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

**Learning Targets (Type):**

- 1) I can use appropriate terms to talk about music. *(K, S,P)*

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Learning Targets (Type):**

- 1) I can listen to a wide variety of performances including music I don't normally listen to. *(K,R, P)*
- 2) I can continue building my own listening library. *(K,R, P)*

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

- 1) I can identify simple musical forms including AB, ABA, Rondo, Theme and Variations, March and Multi Movement works. *(K,R,S,P)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

- 1) I can watch my conductor while playing. *(R,S,P)*
- 2) I can clearly understand what my conductor is asking me to do while performing. *(R,S,P)*
- 3) I can constructively critique both my performances and the ensembles performances. *(K,R,S,P)*

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

- 1) I can be a productive and positive member of the band. *(K,R, P)*
- 2) I can demonstrate proper rehearsal behavior and etiquette. *(K,R, P)*
- 3) I can be an independent musician while still contributing to the good of the ensemble. *(K,R, P)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

- 1) I can understand how the arts are connected. *(K,R)*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

**Learning Targets (Type):**

- 1) I can understand how music relates to other subjects. *(K,R)*



**NATIONAL STANDARD 9: Students understand music in relation to history and culture**, including Montana American Indian history and culture.

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can identify different styles of music. *(K,R, P)*
- 2) I can play different styles of music. *(K, S,P)*

**Benchmark 2:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

- 1) I can describe my role as a member of my school band. *(K,R, P)*
- 2) I can compare and contrast my role in music vs. other cultures. *(K,R, P)*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

# BAND

## Grade 8

**Prerequisite:** 7<sup>th</sup> Grade Band

**Course Overview:**

Eighth Grade Band is designed to introduce students to the fundamentals of playing a wind or percussion instrument, thus providing a solid foundation for future musical growth. This course is based on the six Montana overarching art standards and the nine national music content standards. Assessment tools include practice slips, playing tests, and concert participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

**NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

**Learning Targets (Type):**

- 1) I can sing note names in rhythm while fingering. (K, S,P)
- 2) I can sing note figures with solfeggio or other reading tools. (K, S,P)

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

**Learning Targets (Type):**

- 1) I can correctly identify all parts of my instrument. (K,R,S,P)
- 2) I can correctly demonstrate proper care and maintenance of my instrument. (K,R,S,P)
- 3) I can demonstrate proper playing position for my particular instrument. (K, S,P)
- 4) I can recognize and produce a characteristic tone for my instrument. (K,R,S,P)

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can I can demonstrate the proper playing embouchure for my instrument. (K, S,P)
- 2) I can demonstrate a characteristic sound for my instrument. (K, S,P)

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

- 1) I can I can use correct fingerings and stickings when playing my instrument. (K, S,P)

2) I can locate a fingering chart and use it when necessary. *(K, S,P)*

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

1) I can I can practice my instrument each night. *(K, S,P)*

2) I can avoid distractions while I practice my instrument. *(R,S,P)*

3) I can establish and reflect on clear goals for each practice session. *(R,S,P)*

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

1) I can successfully learn and perform a solo and/or ensemble for the Solo Day Festival. *(K,R,S,P)*

2) I can correctly identify expressive markings (Dynamics and Articulations) on a piece of music. *(K,R,S,P)*

### **NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

1) I can complete melodies. *(K,R,S,P)*

2) I can play by ear (but it really hurts). *(K,R,S,P)*

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

1) I can perform variations on a simple melody. *(K,R,S,P)*

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

1) I can successfully complete the Essential Elements creativity exercises when assigned. *(K, S,P)*

2) I can properly notate music. *(K,R,S,P)*

3) I can notate variations on a simple melody. *(K,R,S,P)*

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

## **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

**Learning Targets (Type):**

- 1) I can use various appropriate parts of my body to demonstrate beat. *(K, S,P)*
- 2) I can identify a metronome and clearly state how to use it as a practice tool. *(K,R, P)*
- 3) I can demonstrate an understanding of a variety of meters both simple and compound. *(K,R,S,P)*

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

**Learning Targets (Type):**

- 1) I can accurately draw my music clef.
- 2) I can name the lines and spaces of a music staff including ledger lines above and below.

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

- 1) I can recognize and clearly define basic music terms. *(K, S,P)*
- 2) I can understand and play expressive markings. *(K, S,P)*
- 3) I can use my glossary as a reference for terms I do not know. *(K, P)*
- 4) I can identify the difference between high and low notes. *(K,R,S,P)*
- 5) I can read and identify the difference between steps and skips. *(K,R,S,P)*

**Benchmark 4:** Students use standard notation to record their musical ideas and the musical ideas of others.

**Learning Targets (Type):**

- 1) I can notate basic notes and rests in simple rhythmic patterns. *(K, S,P)*
- 2) I can demonstrate an understanding of a numeric counting system. *(K, S,P)*

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can play melodies in a variety of major and minor keys. *(K,R,S,P)*

## **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

**Learning Targets (Type):**

- 1) I can use appropriate terms to talk about music. *(K, S,P)*

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Learning Targets (Type):**

- 1) I can listen to a wide variety of performances including music I don't normally listen to. *(K,R,S,P)*
- 2) I can continue building my own listening library. *(K,R,S,P)*

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

- 1) I can identify simple musical forms including AB, ABA, Rondo, Theme and Variations, March and Multi Movement works. *(K,R,S,P)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

- 1) I can watch my conductor while playing. *(R,S,P)*
- 2) I can clearly understand what my conductor is asking me to do while performing. *(R,S,P)*
- 3) I can constructively critique both my performances and the ensembles performances. *(K,R, P)*

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

- 1) I can be a productive and positive member of the band. *(K,R, P)*
- 2) I can demonstrate proper rehearsal behavior and etiquette. *(K,R, P)*
- 3) I can be an independent musician while still contributing to the good of the ensemble. *(K,R, P)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

- 1) I can understand how the arts are connected. *(K,R)*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works).

**Learning Targets (Type):**

- 1) I can understand how music relates to other subjects. *(K,R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture**, including Montana American Indian history and culture.

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can identify different styles of music. *(K,R, P)*
- 2) I can play different styles of music. *(K,R, P)*

**Benchmark 2:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

- 1) I can describe my role as a member of my school band. *(K,R, P)*
- 2) I can compare and contrast my role in music vs. other cultures. *(K,R, P)*

# CHOIR

## Grade 6

**Unit of Credit:** One Year

**Prerequisite:** None

**Course Overview:**

The 6<sup>th</sup> grade Choir class provides instruction in creating, performing, listening to, and analyzing music with a specific focus on the development of singing skills age appropriate to students 11 and 12.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

**NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

**Learning Targets (Type):**

- 1) I can demonstrate correct posture for singing. (S)
- 2) I can demonstrate correct breathing techniques. (S)
- 3) I can maintain good focus while singing. (S)

**Benchmark 2:** Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can demonstrate good articulation while singing. (S)
- 2) I can sing expressively appropriate to the style of vocal literature. (S)

**Benchmark 3:** Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

- 1) I can sing music from different cultures with appropriate style. (S)

**Benchmark 4:** Students sing music written in two and three parts.

**Learning Targets (Type):**

- 1) I can perform with a pleasant singing tone in middle and high registers. (S)
- 2) I can sing accurate pitches. (S)
- 3) I can perform accurate rhythms. (S)
- 4) I can identify correct meters. (K)

**Benchmark 5:** Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

**Learning Targets (Type):**

- 1) I can participate in choral activities that have harmonic parts. (S)

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

**Learning Targets (Type):**

- 1) I can demonstrate musical skills on tuned and untuned percussion. (S)
- 2) I can play on melodic and harmonic instruments. (S)

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can play a variety of accompaniments on tuned and untuned percussion. (S)

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

- 1) I can improvise simple pentatonic melodies and ostinati. (S)
- 2) I can improvise using movement and musical instruments. (S)

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**



**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

- 1) I can demonstrate understanding of musical structure through composition using musical instruments. (R)

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

- 1) I can use a variety of instruments and nontraditional sound sources to compose and arrange music. (S)

#### **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

**Learning Targets (Type):**

- 1) I can perform music in 4/4, 3/4, and 6/8 time. (S)
- 2) I can identify and perform basic note and rest values. (K)

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

**Learning Targets (Type):**

- 1) I can recognize notes moving up and down by step. (R)
- 2) I can identify the eight steps in a solfege scale. (R)

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

**Learning Targets (Type):**

- 1) I can identify and define musical terms and symbols. (K)

**Benchmark 4:** Students use standard notation to record their musical ideas and the musical ideas of others.

**Learning Targets (Type):**

- 1) I can visually represent my musical ideas. (S)

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

#### **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

**Learning Targets (Type):**

- 1) I can identify and describe meter, mood, style, tempo, and dynamics in a song. (K)

2) I can identify basic musical forms. *(K)*

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

#### **NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

1) I can evaluate a live performance. *(R)*

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

1) I can listen to a recording of a performance for self-assessment. *(R)*

2) I can give positive feedback to others. *(R)*

#### **NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

1) I can identify common elements between music, visual arts, drama, and dance. *(K)*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

**Learning Targets (Type):**

1) I can participate in interdisciplinary units. *(P)*

#### **NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can distinguish music from different cultures, including Montana American Indian cultures. *(R)*

**Benchmark 2:** Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

**Learning Targets (Type):**

- 1) I can classify music by genre and style. *(K)*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

- 1) I can compare and contrast functions of music in different cultures, including Montana American Indian cultures. *(R)*
- 2) I can perform music in a variety of languages. *(S)*

# CHOIR

## Grade 7

**Unit of Credit:** One Year

**Prerequisite:** None

**Course Overview:**

The 7<sup>th</sup> grade Choir class provides instruction in creating, performing, listening to, and analyzing music with a specific focus on the development of singing skills age appropriate to students 12 and 13.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

**NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

**Learning Targets (Type):**

- 1) I can demonstrate correct posture for singing. (S)
- 2) I can demonstrate correct breathing techniques. (S)
- 3) I can maintain good focus while singing. (S)

**Benchmark 2:** Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can demonstrate good articulation while singing. (S)
- 2) I can sing expressively appropriate to the style of vocal literatures. (S)
- 3) I can perform with a pleasant singing tone in middle and high registers.

**Benchmark 3:** Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

- 1) I can sing music from different cultures with appropriate style. (S)

**Benchmark 4:** Students sing music written in two and three parts.

**Learning Targets (Type):**

- 1) I can sing accurate pitches. (S)
- 2) I can perform accurate rhythms. (S)
- 3) I can identify correct meters. (K)
- 4) I can learn music from a printed score. (R)

**Benchmark 5:** Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

**Learning Targets (Type):**

- 1) I can participate in choral activities that have harmonic parts. (S)

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

**Learning Targets (Type):**

- 1) I can demonstrate musical skills on tuned and untuned percussion. (S)
- 2) I can play on melodic and harmonic instruments. (S)

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can play a variety of accompaniments on tuned and untuned percussion.

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

- 1) I can improvise simple pentatonic melodies and ostinati. (S)
- 2) I can improvise using movement and musical instruments. (S)

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

- 1) I can demonstrate understanding of musical structure through composition using musical instruments. *(R)*

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

- 1) I can use a variety of instruments and nontraditional sound sources to compose and arrange music. *(S)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

**Learning Targets (Type):**

- 1) I can perform music in various meter signatures. *(S)*
- 2) I can identify and perform basic note and rest values. *(K)*

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

**Learning Targets (Type):**

- 1) I can recognize notes moving up and down by step. *(R)*
- 2) I can relate simple melodies to the solfege scale. *(R)*

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

**Learning Targets (Type):**

- 1) I can identify and define musical terms and symbols. *(K)*
- 2) I can demonstrate understanding of augmentation and diminution in performance of music. *(R)*

**Benchmark 4:** Students use standard notation to record their musical ideas and the musical ideas of others.

**Learning Targets (Type):**

- 1) I can visually represent my musical ideas. *(S)*

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

**Learning Targets (Type):**

- 1) I can identify and describe meter, mood, style, tempo, and dynamics in a song. *(K)*
- 2) I can identify basic musical forms. *(K)*

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Learning Targets (Type):**

- 1) I can aurally recognize the difference in major and minor tonalities. *(R)*

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

- 1) I can identify repetitive devices in music. *(K)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

- 1) I can evaluate a live performance. *(R)*

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

- 1) I can listen to a recording of a performance for self-assessment. *(R)*
- 2) I can give positive feedback to others. *(R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

- 1) I can identify common elements between music, visual arts, drama, and dance. *(K)*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

**Learning Targets (Type):**

- 1) I can participate in interdisciplinary units. *(P)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can distinguish music from different cultures, including Montana American Indian cultures. *(R)*

**Benchmark 2:** Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

**Learning Targets (Type):**

- 1) I can classify music by genre and style. *(K)*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

- 1) I can compare and contrast functions of music in different cultures, including Montana American Indian cultures. *(R)*
- 2) I can perform music in a variety of languages. *(S)*



# CHOIR

## Grade 8

**Unit of Credit:** One Year

**Prerequisite:** None

**Course Overview:**

The 8<sup>th</sup> grade Choir class provides instruction in creating, performing, listening to, and analyzing music with a specific focus on the development of singing skill age appropriate to students 13 and 14.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

**NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

**Learning Targets (Type):**

- 1) I can demonstrate correct posture for singing. (S)
- 2) I can demonstrate correct breathing techniques. (S)
- 3) I can maintain good focus while singing. (S)

**Benchmark 2:** Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can demonstrate good articulation while singing. (S)
- 2) I can sing expressively appropriate to the style of the vocal literature. (S)
- 3) I can perform with a pleasant singing tone in middle and high registers. (S)

**Benchmark 3:** Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

- 1) I can sing music from different cultures with appropriate style. (S)

**Benchmark 4:** Students sing music written in two and three parts.

**Learning Targets (Type):**

- 1) I can sing accurate pitches. (S)
- 2) I can perform accurate rhythms. (S)
- 3) I can identify correct meters. (K)
- 4) I can learn music from a printed score. (R)

**Benchmark 5:** Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

**Learning Targets (Type):**

- 1) I can participate in choral activities that have harmonic parts. (S)

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

**Learning Targets (Type):**

- 1) I can demonstrate musical skills through a variety of musical instruments, including my voice and tuned and untuned percussion. *(S)*
- 2) I can play on melodic and harmonic instruments. *(S)*

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can play a variety of accompaniments on tuned and untuned percussion. *(S)*

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

- 1) I can improvise simple stepwise melodies and appropriate accompaniments. *(S)*
- 2) I can improvise using movement and musical instruments. *(S)*

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

- 1) I can demonstrate understanding of musical structure through composition using musical instruments. *(R)*

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

- 1) I can use a variety of instruments and nontraditional sound sources to compose and arrange music. *(S)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

**Learning Targets (Type):**

- 1) I can perform music in various meter signatures. *(S)*
- 2) I can identify and perform basic note and rest values. *(K)*
- 3) I can recognize irregular and changing metric structures. *(R)*

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

**Learning Targets (Type):**

- 1) I can recognize notes moving up and down by step and identify skips. *(R)*
- 2) I can relate simple melodies to the solfege scale. *(R)*

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

**Learning Targets (Type):**

- 1) I can identify and define musical terms and symbols. *(K)*
- 2) I can demonstrate understanding of augmentation and diminution in performance of music. *(R)*

**Benchmark 4:** Students use standard notation to record their musical ideas and the musical ideas of others.

**Learning Targets (Type):**

- 1) I can visually represent my musical ideas. *(S)*

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

**Learning Targets (Type):**

- 1) I can identify and describe meter, mood, style, tempo, and dynamics in a song. *(K)*
- 2) I can identify basic musical forms. *(K)*

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Learning Targets (Type):**

- 1) I can identify basic musical forms.

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

- 1) I can aurally recognize the difference in major and minor tonalities. *(R)*
- 2) I can identify repetitive devices in music. *(K)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

- 1) I can evaluate a live performance. *(R)*

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

- 1) I can listen to a recording of a performance for self-assessment. *(R)*
- 2) I can give positive feedback to others. *(R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

- 1) I can identify common elements between music, visual arts, drama, and dance. *(K)*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

**Learning Targets (Type):**

- 1) I can participate in interdisciplinary units. *(P)*
- 2) I can recognize various careers that I might choose in the arts. *(R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can distinguish music from different cultures, including Montana American Indian cultures. *(R)*

**Benchmark 2:** Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

**Learning Targets (Type):**

- 1) I can classify music by genre and style. *(K)*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

- 1) I can compare and contrast functions of music in different cultures, including Montana American Indian cultures. *(R)*
- 2) I can perform music in a variety of languages. *(S)*

# GENERAL MUSIC

## Grade 7

**Unit of Credit:** One Year

**Prerequisite:** None

### **Course Overview:**

The 7<sup>th</sup> grade General Music class emphasizes a hands-on approach to music-making and study. Students play on a variety of instruments, compose, improvise, observe musical performances, and participate in selected school and community performance venues. Students are assessed through playing, oral and written work, reports, oral and written exams, and participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

#### **Learning Targets (Type):**

- 1) I can sing along with the instrument parts (e.g., keyboard, choir chimes, guitar). (S)
- 2) I can initiate and/or double the melodic lines. (S)
- 3) I can accompany myself on the guitar while I sing a simple melody. (S)

**Benchmark 2:** Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students sing music written in two and three parts.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

**Learning Targets (Type):**

- 1) I can play melodic/rhythmic lines on the drums, Orff instruments, choir chimes, and keyboards. (P)

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

- 1) I can perform appropriate music on a variety of classroom musical instruments. (P)

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

- 1) I can, through imitation and question/answer, make up simple rhythms and pentatonic melodies. (R)

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

- 1) I can make up short melodies in pentatonic and major keys. (R)

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how

the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

1) I can compose and arrange basic music using form and classroom instruments. *(P)*

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

1) I can compose basic melodies on classroom instruments. *(P)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8.

**Learning Targets (Type):**

1) I can play and understand the steady beat in all the music I perform. *(K)*

2) I can understand differences in time signatures. *(K)*

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

**Learning Targets (Type):**

1) I can recognize, understand, and play basic notation in treble and bass clef. *(K)*.

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

**Learning Targets (Type):**

1) I can write notes and rhythms on staff paper. *(K)*

2) I can use basic expression marks, such as loud, *f*, and soft, *p*. *(K)*

**Benchmark 4:** Students use standard notation to record their musical ideas and the musical ideas of others.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

**Learning Targets (Type):**

1) I can listen to a piece of music and describe what I hear (e.g., families of instruments, repetition, dynamics, etc.) *(R)*

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Learning Targets (Type):**



*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

- 1) I can identify high and low pitches. *(S)*
- 2) I can describe the difference between unison and harmony. *(S)*
- 3) I can identify AB, ABA, and rondo forms. *(S)*
- 4) I can identify and understand different instruments and groups, such as orchestra, band, and choir. *(K)*
- 5) I can understand first and second endings. *(K)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

- 1) I can listen to and evaluate a variety of musical offerings. *(R)*

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

- 1) I can enthusiastically participate in the music program by being willing, positive, and respectful. *(R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

**Learning Targets (Type):**

- 1) I can understand the relationship between music, communication arts, math, social studies, and science. *(R)*
- 2) I know that Fine Arts include music, art, dance, performance, assessments, and technology. *(R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I understand that each culture has its own kind of music. *(R)*

**Benchmark 2:** Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

1) I can understand that composers, such as Bach, Beethoven, and Mozart, come from different musical eras. *(K,S)*

# GENERAL MUSIC

## Grade 8

**Unit of Credit:** One Semester

**Prerequisite:** None

### **Course Overview:**

The 8<sup>th</sup> grade General Music class emphasizes a hands-on approach to music-making and study. Students play on a variety of instruments, compose, improvise, observe musical performances, and participate in selected school and community performance venues. Students are assessed through playing, oral and written work, reports, oral and written exams, and participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

#### **Learning Targets (Type):**

- 1) I can sing along with the instrument parts (e.g., keyboard, choir chimes, guitar). (S)
- 2) I can initiate and/or double the melodic lines. (S)
- 3) I can accompany myself on the guitar while I sing a simple melody. (S)

**Benchmark 2:** Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students sing music written in two and three parts.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

**Learning Targets (Type):**

- 1) I can play melodic/rhythmic lines on the drums, keyboards, guitars, and choir chimes. *(P)*

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

- 1) I can identify and play the I, IV, V<sup>7</sup> chords in major keys. *(S)*
- 2) I can perform appropriate music on a variety of classroom musical instruments. *(P)*

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

- 1) I can make up simple rhythms on the drums (i.e., ostinati, patterns). *(R)*

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

- 1) I can make up short melodies in pentatonic and major keys. *(R)*
- 2) I can play the 12-bar blues and improvise a simple blues melody. *(S,R)*

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

- 1) I can compose and arrange basic melodies. (P)
- 2) I can compose and arrange basic harmonies. (P)

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

- 1) I can compose basic melodies on classroom instruments. (P)
- 2) I can compose basic harmonies on classroom instruments. (P)

#### **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8.

**Learning Targets (Type):**

- 1) I can play and understand the steady beat in all the music I perform.
- 2) I can understand differences in time signatures.

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

**Learning Targets (Type):**

- 1) I can recognize, understand, and play basic notation in treble clef and bass clef. (K).

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

**Learning Targets (Type):**

- 1) I can write notes and rhythms on staff paper. (K)
- 2) I can use basic expression marks such as loud, f, and soft, p. (K)

**Benchmark 4:** Students use standard notation to record their musical ideas and the musical ideas of others.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

#### **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

**Learning Targets (Type):**

- 1) I can listen to a piece of music and describe what I hear (e.g., families of instruments, repetition, dynamics, etc.). *(R)*

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

- 1) I can identify high and low pitches. *(S)*
- 2) I can describe the difference between unison and harmony. *(S)*
- 3) I can identify AB, ABA, rondo forms, and theme/variations. *(S)*
- 4) I understand first and second endings. *(K)*
- 5) I can identify and understand different instruments and groups, such as orchestra, band, and choir. *(K)*

#### **NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

- 1) I can listen to and evaluate a variety of musical offerings. *(R)*

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

- 1) I can enthusiastically participate in the music program by being willing, positive, and respectful. *(R)*

#### **NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

**Learning Targets (Type):**

- 1) I can understand the relationship between music, communication arts, math, social studies, science, dance, drama, and visual arts. *(R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I understand the cultural importance of the Arts. *(R)*
- 2) I can show interest in music of other cultures, including the Montana American Indian cultures. *(R)*

**Benchmark 2:** Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

- 1) I can listen to and learn about music history and music genres. *(K,S)*

# ORCHESTRA

## Grade 6

**Unit of Credit:** One Year

**Prerequisite:** None

### **Course Overview:**

The 6<sup>th</sup> grade Orchestra class is designed to reinforce the fundamentals of playing stringed instruments, thus providing a solid foundation for continued musical growth. Assessments will include playing tests, practice slips, concert participation, and festival participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

#### **Learning Targets (Type):**

- 1) I can sing note-names for songs from *Essential Elements Book 1*. (K,S,P)
- 2) I can sing lyrics for *this Old man* from *Essential Elements Book 1* (#102). (K,S,P)
- 3) I can sing major scales with solfege syllables (Do-Re-Mi-Fa-So-La-Ti-Do) up and down (movable Do system). (K,S,P)

**Benchmark 2:** Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students sing music written in two and three parts.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**



**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

**Learning Targets (Type):**

- 1) I can play with correct posture while reading music. *(K,S)*
- 2) I can form an excellent bow hold and maintain it while I play. *(K,S)*
- 3) I can hold my instrument in the correct playing position without the use of my hands. *(K,S)*
- 4) I can demonstrate an appropriate warm-up on my own, with finger-patterns and scales. *(K,R,S,P)*
- 5) I can loop a small section of a piece. *(K,S,R)*
- 6) I can practice slowly for accuracy and gradually speed up. *(K,S,R)*

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can perform the two-octave G-major scale with accurate intonation. *(K,S,P)*
- 2) I can perform the two-octave C-major scale with accurate intonation. *(K,S,P)*
- 3) I can perform the one-octave A-major scale with accurate intonation. *(K,S,P)*
- 4) I can perform in staccato and legato styles within the same piece. *(K,S,R)*
- 5) I can play at many different volumes within the same piece. *(K,S,R)*
- 6) I can perform crescendo and diminuendo smoothly. *(K,S,R)*

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

- 1) I can perform quarter-notes in Baroque style. *(K,S)*
- 2) I can play with an intense tone. *(K,S)*
- 3) I can play with a broad tone. *(K,S)*
- 4) I can pizzicato with left-hand finger(s) quickly and cleanly. *(K,S,P)*
- 5) I can play chromatic passages accurately. *(K,S,P)*
- 6) I can adjust the intonation of my note to sound smooth with a reference pitch. *(K,S,R)*

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

- 1) I can make-up a melody using the D-major scale. (K,S,P,R)
- 2) I can apply my own rhythm to *Twinkle, Twinkle Little Star*. (K,S,P,R)
- 3) I can perform a fiddle-chop with D and A together. (K,S,P)

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

NOT ADDRESSED IN THIS COURSE.

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

NOT ADDRESSED IN THIS COURSE.

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

- 1) I can compose (with musical notation) and play an 8-measure tune with the notes of finger pattern #1. (K,S,P,R)
- 2) I can choose sections to arrange a 4-part round performance of *Kookaburra*. (K, P)
- 3) I can identify the note which is a third higher than a given note. (K,R,P)

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

NOT ADDRESSED IN THIS COURSE.

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

NOT ADDRESSED IN THIS COURSE.

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

**Learning Targets (Type):**

- 1) I can play a string cycle with eighth-notes in 4/4 time, accenting every group of four. (K,S,P)
- 2) I can perform *Goodbye to Winter* from musical notation with my group (without a piano). (K,S,P)
- 3) I can play *Pop! Goes the Weasel* reading notation in a 6/8 meter. (K,S,P)

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

**Learning Targets (Type):**

NOT ADDRESSED IN THIS COURSE.

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

**Learning Targets (Type):**

- 1) I can fill out a graphic chart for notes in first position. *(K,R,P)*
- 2) I can accurately complete worksheet demonstrating my ability to identify notes (name and finger). *(K,R,P)*
- 3) I can clap rhythms from notation while counting the beat pattern. *(K,S,P,R)*
- 4) I can complete a vocabulary test with 100% accuracy regarding dynamic markings. *(K, P)*
- 5) I can complete a vocabulary test with 100% accuracy regarding tempos and modifiers. *(K, P)*
- 6) I can complete a vocabulary test with 100% accuracy regarding basic articulations for strings. *(K, P)*

**Benchmark 4:** Students use standard notation to record their musical ideas and the musical ideas of others.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can conduct a 4/4 pattern. *(K,S,P)*
- 2) I can follow the conductor in a ritardando. *(K,S,P)*
- 3) I can release the last note of a piece precisely with the conductor. *(K,S,P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

**Learning Targets (Type):**

- 1) I can identify which section of my orchestra is playing the melody in a piece we are rehearsing. *(K,S)*

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Learning Targets (Type):**

- 1) I can play *March In D* by Bach in a Baroque style. *(K,S,P)*
- 2) I can perform *Dance* by Beethoven with my orchestra in a Classical style. *(K,S,P)*
- 3) I can perform *Cripple Creek* in a spirited fiddle-tune style. *(K,S,P)*

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

- 1) I can identify the form of a performed piece within a multiple-choice format. *(K,S,R)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

- 1) I can identify whether or not the group was unified rhythmically in a performance. *(K,S)*
- 2) I can offer constructive criticism of a section's performance. *(K,S)*
- 3) I can offer constructive criticism of a soloist's performance. *(K, P)*
- 4) I can stay quiet while another section is rehearsing. *(K)*
- 5) I can support my fellow musicians appropriately. *(K,P)*
- 6) I can practice my instrument on my own. *(K,S,P,R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

- 1) I can demonstrate an understanding of background and foreground as it relates to both visual art and music. *(K,R)*
- 2) I can describe the drama in a piece of programmatic music. *(K,R)*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

**Learning Targets (Type):**

- 1) I can relate musical values to mathematic ratios. *(K,R,P)*
- 2) I can relate the meaning of the side-dot to its mathematical formula. *(K,RP)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can identify a recorded performance as Renaissance music. *(K,R)*
- 2) I can identify a recorded performance as Baroque music. *(K,R)*

- 3) I can identify a recorded performance as American Fiddle music. *(K,R)*
- 4) I can explain the main elements required for Church music. *(K)*
- 5) I can explain the requirements for a piece of Dance music. *(K)*

**Benchmark 2:** Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

- 1) I can state three specific occupations of musicians in society. *(K)*
- 2) I can identify at least five important composers through history. *(K)*
- 3) I can describe three uses of music in societies past and present. *(K)*

# ORCHESTRA

## Grade 7

**Unit of Credit:** One Year

**Prerequisite:** None

### **Course Overview:**

The 7<sup>th</sup> grade Orchestra class is designed to reinforce the fundamentals of playing stringed instruments, thus providing a solid foundation for continued musical growth. Assessments include playing tests, practice slips, concert participation, and festival participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 2:** Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students sing music written in two and three parts.

**Learning Targets (Type):**

1) I can sing my part for a simple orchestra chorale. (K,S)

2) I can sing the note names of my part for a simple orchestra chorale. (K,S)

**Benchmark 5:** Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately

and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

**Learning Targets (Type):**

- 1) I can sit with proper posture when playing, without being reminded. *(K,S)*
- 2) I can maintain an excellent bow hold while playing my instrument. *(K,S)*
- 3) I can demonstrate proper instrument position throughout a rehearsal. *(K,S)*
- 4) I can play tremolo and understand the musical notation for this technique. *(K,S)*
- 5) I can play sul tasto with a straight bow. *(K,S)*
- 6) I can play full bow strokes, frog-to-tip and tip-to-frog. *(K,S)*

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can play finger patterns 1, 2, 3, 4, and 5 in tune, and can identify them by number. *(K,S,P)*
- 2) I can play patterns 1-5, switching quickly from one to another. *(K,S,P)*
- 3) I can play a two-octave Major scale: A (violin), D (viola/cello), G (bass). *(K,S,P)*
- 4) I can shift to a higher position for patterns and scales. *(K,S)*
- 5) I can adjust my left-hand fingers to produce accurately tuned notes. *(K,S)*
- 6) I can perform trills on my instrument. *(K,S)*
- 7) I understand and can perform throughout the dynamic range, from *pp* to *ff*. *(K,S)*
- 8) I can perform smooth crescendo and diminuendo over a long phrase. *(K,S)*
- 9) I can perform accents convincingly. *(K,S)*

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

- 1) I can practice my chosen solo carefully, on my own, improving with each session. *(K,S,R,P)*
- 2) I can maintain my focus throughout a rehearsal session. *(s)*
- 3) I can sit quietly while another section of the orchestra is rehearsing. *(s)*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

- 1) I can improvise in Dorian mode over a D-drone. *(K,S,P)*

- 2) I can play double-stop chops to accompany a fiddle tune (violin/viola). (K,R,S,P)
- 3) I can play and improvise with the D-Blues scale. (K,S,P)

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

#### **NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

- 1) I can make-up a song using notes from pattern #2 and write it (in my clef) with musical notation. (K,S,R,P)

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

#### **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

**Learning Targets (Type):**

- 1) I can clap rhythms from the orchestra repertoire while counting the beat for music in 3/4. (K,S)
- 2) I can play *Swallowtail Jig* (6/8 time). (K,S,P)
- 3) I can play a string cycle, 12 notes on a string, with accents on beats 1 and 4 (6/8 time). (K,S)

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

**Learning Targets (Type):**

- 1) I can accurately complete a rhythm worksheet demonstrating my ability to use the counting system. (K, P)



2) I can count (out loud) and play the rhythms for *Sixteenth Note Fanfare* (EE2, #68). (K,S,P)

3) I can play *Hot Cross Buns*, *Mary Had a Little Lam*, and *Au Claire De La Lune* in any key.

**Benchmark 4:** Students use standard notation to record their musical ideas and the (K,S,P) musical ideas of others.

**Learning Targets (Type):**

NOT ADDRESSED IN THIS COURSE.

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

1) I can respond to dynamic markings from *pp* to *ff* in pieces the orchestra is performing. (K,S,P)

2) I can follow the conductor regarding dynamics, tempos, and articulations. (K,S,P)

#### **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

**Learning Targets (Type):**

1) I can identify which section of my orchestra is playing the melody in a piece we are rehearsing. (K)

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Learning Targets (Type):**

NOT ADDRESSED IN THIS COURSE.

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

1) I can identify the form of a performed piece within a multiple-choice format. (K)

2) I can play *Water Music Minuet* in Baroque style. (K,S,P)

3) I can play *Star Dancer* with all written accents. (K,S,P)

4) I can perform a solo in the appropriate style with piano accompaniment. (K,S,P)

#### **NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

1) I can identify the meter of a conductor's beat pattern. (K)

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

1) I can accurately follow the conductor in an *accelerando*. (K,S,P)

- 2) I can begin a performance piece with only two silent preparatory beats (prep beats). *(K,S,P)*
- 3) I can identify whether or not the group's intonation was accurate during performance. *(K,S)*
- 4) I can offer specific advice regarding the intonation of a soloist's performance. *(K,S)*
- 5) I can offer musical advice or criticism as another section is rehearsing if called upon to do so. *(K,S)*
- 6) I can control myself enough to sit quietly during rehearsals. *(S)*
- 7) I have the responsibility to practice my music at home if necessary to keep up with the group. *(K,S,P)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

- 1) I can vary my tone quality to illuminate a piece appropriately, as a painter uses shade and light. *(K,S,R,P)*
- 2) I can describe the drama in a piece of programmatic music. *(K,S,R)*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

**Learning Targets (Type):**

- 1) I can play a Renaissance piece to accompany study of the Medieval Era. *(K,S,P)*
- 2) I can play accurate divisions of the beat and describe the ratios inherent in various quick rhythms. *(K,S,P)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can identify a recorded performance as music from the Romantic period. *(K)*
- 2) I can identify a recorded performance as 20<sup>th</sup> Century music. *(K)*
- 3) I can identify a recorded performance as American Fiddle music. *(K)*

**Benchmark 2:** Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

**Learning Targets (Type):**

- 1) I can state three specific occupations of musicians in society. *(K)*
- 2) I can identify at least five important composers through history. *(K)*
- 3) I can describe three uses of music in societies past and present. *(K)*
- 4) I can explain the main elements required for movie music. *(K)*
- 5) I can explain what it means for a piece to be programmatic music. *(K)*

# ORCHESTRA

## Grade 8

**Unit of Credit:** One Year

**Prerequisite:** None

### **Course Overview:**

The 8<sup>th</sup> grade Orchestra class is designed to reinforce the fundamentals of playing stringed instruments, thus providing a solid foundation for continued musical growth. Assessments will include playing tests, practice slips, concert participation, and festival participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

#### **Learning Targets (Type):**

- 1) I can sing my part for an orchestra piece we are rehearsing. (K,S)
- 2) I can sing the note names of my part for an orchestra piece we are rehearsing. (K,S)

**Benchmark 2:** Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students sing music written in two and three parts.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately

and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

**Learning Targets (Type):**

- 1) I can maintain proper posture, instrument position, and bow hold when playing. (K,S)
- 2) I can shift to a higher position for patterns, scales, and repertoire. (K,R,S)
- 3) I can play double-stops on my instrument. (K,R,S)
- 4) I can perform multiple notes on one bow (advanced slurs). (K,R,S)
- 5) I can patiently practice a passage from slow-to performance tempo. (K,R,S,P)
- 6) I can perform a careful warm-up with patterns and scales on my own. (S)
- 7) I can learn by paying attention while another section of the orchestra is rehearsing. (K,S)

**Benchmark 2:** Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can play finger patterns 1, 2, 3, 4, and 5 in tune, and can identify them by number. (K,S,P)
- 2) I can play patterns in positions other than 1<sup>st</sup>, and identify them by number. (K,S,P)
- 3) I can play a two-octave Major scale B $\flat$  (violin), F (Viola/cello/bass). (K,S,P)
- 4) I can understand and quickly change dynamics within a phrase. (K,S)
- 5) I can switch quickly between on- and off-the-string bowing. (K,S)

**Benchmark 3:** Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets (Type):**

- 1) I can improvise in D-Harmonic Minor over a D-Drone. (K,R,S)
- 2) I can maintain an ostinato while others improvise a melody. (K,S)
- 3) I can perform the I – IV – V arpeggios in the key of D and improvise using these arpeggios. (K,S)

**Benchmark 2:** Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

#### **NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

**Learning Targets (Type):**

- 1) I can make-up a song using notes from pattern #3 and write it (in my clef) with musical notation. (K,S,R,P)

**Benchmark 2:** Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

#### **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

**Learning Targets (Type):**

- 1) I can clap rhythms from the orchestra repertoire while counting the beat for music in 3/8. (K,S)
- 2) I can play a string cycle, 10 notes on a string, detache bowing, with accents on beats 1 and 4 (5/4/ time). (K,S)

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.

**Learning Targets (Type):**

- 1) I can sight read in 5/4 time. (K,S)
- 2) I can sight read music in a five-part texture with my orchestra. (K,S)
- 3) I can sight read music with a variety of articulation markings. (K,S)

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 4:** Students use standard notation to record their musical ideas and the musical ideas of others.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 5:** Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can follow the conductor regarding dynamics, tempos, and articulations with sight reading. *(K,S)*
- 2) I can follow a conductor's beat when playing "in one." *(K,S,P)*
- 3) I can accurately follow the conductor when sight reading. *(K,S,P)*
- 4) I can begin a performance piece with only one silent preparatory beat (prep beat). *(K,S,P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

**Learning Targets (Type):**

- 1) I can identify which sections of my orchestra are playing melody, counter-melody, harmony, or bass-line in a piece we are rehearsing. *(K)*

**Benchmark 2:** Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Learning Targets (Type):**

- 1) I can play *Brandenburg concerto No. 5* in Baroque style. *(K,S,P)*
- 2) I can play *Nightshift* in contemporary style. *(K,S,P)*
- 3) I can perform an advanced solo in the appropriate style with piano accompaniment. *(K,S,P)*

**Benchmark 3:** Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

**Learning Targets (Type):**

- 1) I can identify the form of a performed piece within a multiple-choice format. *(K)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 2:** Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

**Learning Targets (Type):**

- 1) I can identify whether or not the group's intonation was accurate during performance. *(K,S)*
- 2) I can offer specific advice regarding the intonation of a soloist's performance. *(K,S)*

- 3) I can offer musical advice or criticism as another section is rehearsing if called upon to do so. *(K,S)*
- 4) I can sit quietly during rehearsals and solo performances. *(S)*
- 5) I have the responsibility to practice both ensemble and solo music at home. *(K,S,P)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

**Learning Targets (Type):**

- 1) I can vary my tone quality to illuminate a piece appropriately, as a painter uses shade and light. *(K,S,R,P)*
- 2) I can describe the drama in a piece of programmatic music. *(K,R,S)*

**Benchmark 2:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

**Learning Targets (Type):**

- 1) I can play music in the correct style to accompany study of an historical era in another class. *(K,S)*
- 2) I can play accurate divisions of the beat and describe the ratios inherent in various quick rhythms. *(K,S)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

**Benchmark 1:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can identify a recorded performance as music from the Romantic period. *(K)*
- 2) I can identify a recorded performance as 20<sup>th</sup> Century music. *(K)*
- 3) I can identify a recorded performance as American Fiddle music. *(K)*

**Benchmark 2:** Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.



**Learning Targets (Type):**

- 1) I can state three specific occupations of musicians in society. *(K)*
- 2) I can identify at least five important composers through history. *(K)*
- 3) I can describe three uses of music in societies past and present. *(K)*
- 4) I can explain the main elements required for movie music. *(K)*
- 5) I can explain what it means for a piece to be Programmatic music. *(K)*

# BEGINNING BAND

## Grade 9

**Unit of Credit:** One Year (Elective)

**Prerequisite:** Previous Instruction in Grade School or Consent of Instructor

### **Course Overview:**

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

### **Units of Study:**

- Instrumental pedagogy
- Style periods
- Presentation
- Musical literacy
- Cultural awareness
- Aesthetic values

*NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).*

**NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

- 1) I can sing note names in rhythm while fingering my instrument. (K,R,S,P)
- 2) I can sing a melodic line with solfeggio or note reading systems. (K,R,S,P)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

- 1) I can sing my music in a group with or without piano. (K,R,S,P)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

- 1) I can sing my part independently while in harmony with other musicians. (K,R,S,P)

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can create good characteristic tone on my instrument using an appropriate embouchure. *(K,S)*
- 2) I can breathe properly to use wind as a vehicle for sound. *(S,P)*
- 3) I can perform an expressive musical phrase. *(K,R,S,P)*
- 4) I can demonstrate the fundamentals of good intonation. *(K,R,S,P)*
- 5) I can perform with proper playing posture and position for my instrument. *(S,P)*
- 6) I can correctly assemble, care for, and maintain my instrument. *(K, S)*
- 7) I can perform with skill-appropriate technique on my instrument. *(K,S,P)*
- 8) I can perform with skill level-appropriate artistic expression. *(K,R,S,P)*
- 9) I can recognize and perform scales in relation to a given key signature. *(K, R, S, P)*
- 10) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. *(K,P)*

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

- 1) I can identify all note names and enharmonic equivalents. *(K,R)*
- 2) I can identify and perform rhythms up through sixteenth note subdivision. *(K,R,S,P)*
- 3) I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature. *(K,R)*
- 4) I can perform major scales in the key signatures of B-flat, E-flat, F, A-flat, and C. *(K,R,S,P)*
- 5) I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight). *(K,R,S,P)*
- 6) I can perform a variety of articulations including slurred, legato, and staccato. *(K,R,S,P)*
- 7) I can perform a two octave chromatic scale with correct fingerings. *(K,R,S,P)*

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

- 1) I can prepare and perform my part independently within the ensemble. *(K,R,S,P)*
- 2) I can blend my sound with the other members of the ensemble. *(K,R,S,P)*
- 3) I can perform my part to achieve correct balance within the ensemble. *(K,R,S,P)*
- 4) I can adjust my pitch to the other members of the ensemble. *(K,R,S,P)*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

- 1) I can improvise melodies in a variety of styles and key areas. *(K,R,S,P)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

- 1) I can improvise a rhythmic variation from a given rhythm. *(K,R,S,P)*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

- 1) I can improvise a melodic variation from a given melody. *(K,R,S,P)*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

- 1) I can compose original rhythmic ideas. *(K,R,S)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

- 1) I can arrange songs for a variety of instruments. *(K,R,S)*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

- 1) I can write and arrange music for instruments within my ensemble *(K,R,S)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

- 1) I can notate rhythmic ideas using traditional music notation. *(K,R,S)*
- 2) I can recognize and perform scales in relation to a given key signatures. *(K,R,S,P)*
- 3) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. *(K,P)*
- 4) I can read and identify notes in the clef related to my instrument and understand the use of sharps, flats, and naturals. *(K,S,P)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can sight read skill level-appropriate band literature. *(K, R, S, P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can develop an understanding of music through listening to a variety of recordings, live concerts, and recitals. *(K,R)*

2) I can recognize form and repetition in music, including but not limited to 1<sup>st</sup> and 2<sup>nd</sup> endings, da capo and del segno markings, AB, ABA, rondo, theme and variations, and imitation. *(K,R,SP)*

3) I can recognize the use of sequence and repeated patterns. *(K,R, S)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

1) I can define the musical terms found within my music. *(K,R)*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

1) I can identify compositional techniques used by composers. *(K,RP)*

2) I can explain compositional devices used by composers. *(K,R)*

#### **NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

1) I can make an informed decision about the quality of a piece of music. *(K,R)*

2) I can make an informed decision about the quality of a performance. *(K,R)*

3) I can listen to and evaluate performances and make critical decisions regarding musical quality. *(K,R)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

1) I can make informed decisions about music or performances through comparisons with professional performances. *(K,RP)*

#### **NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

1) I can draw connections between music and other art forms. *(K,R)*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I can compare two different pieces from the same time period. *(K,R)*

2) I can distinguish characteristics of representative music genres such as native American, Latin American, Asian, African, Jazz, European, and World Music. *(K,R)*

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can draw connections between music and other subjects in school and life. *(R)*
- 2) I can synthesize projects that identify and relate music to other arts and disciplines outside the arts. *(K,R,P)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) I can group music by style, period, or culture even if I am unfamiliar with that particular style. *(K,R)*
- 2) I can classify music into separate groups by listening to recordings. *(K,R)*
- 3) I can give reasonable justifications for my genre classifications. *(K,R)*

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

- 1) I can trace different styles of music to their origins. *(K,R)*
- 2) I can identify names of well-known American musicians. *(K,R)*
- 3) I can create timelines of American music genres. *(K,R)*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (Type):**

- 1) I can state the different roles that musicians perform within our culture. *(K,R)*
- 2) I can give examples of how musicians perform their roles. *(K)*
- 3) I can understand the functions of music, roles of musicians, and conditions under which music is typically performed in a variety of world cultures. *(K,R)*

# INTERMEDIATE BAND

## Grades 9, 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** Previous Instruction in Grade School or Consent of Instructor

**Course Overview:**

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

**Units of Study:**

- Instrumental pedagogy
- Styles periods
- Presentation
- Musical literacy
- Cultural awareness
- Aesthetic values

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

**NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

**Learning Targets (Type):**

- 1) I can sing note names in rhythm while fingering my instrument. (K,R,S,P)
- 2) I can sing a melodic line with solfeggio or note reading systems. (K,R,S,P)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

**Learning Targets (Type):**

- 1) I can sing my music in a group with or without piano. (K,R,S,P)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

**Learning Targets (Type):**

- 1) I can sing my part independently while in harmony with other musicians. (K,R,S,P)

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can create good characteristic tone on my instrument using an appropriate embouchure. *(K,S)*
- 2) I can breathe properly to use wind as a vehicle for sound. *(S,P)*
- 3) I can perform an expressive musical phrase. *(K,R,S,P)*
- 4) I can demonstrate the fundamentals of good intonation. *(K,R,S,P)*
- 5) I can perform with proper playing posture and position for my instrument. *(S,P)*
- 6) I can correctly assemble, care for, and maintain my instrument. *(K, S)*
- 7) I can perform with skill-appropriate technique on my instrument. *(K,S,P)*
- 8) I can perform with skill level-appropriate artistic expression. *(K,R,S,P)*
- 9) I can recognize and perform scales in relation to a given key signature. *(K, R, S, P)*
- 10) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. *(K,P)*
- 11) I can perform scales in the key signatures of B-flat, E-flat, and F, and chromatic (one octave). *(S,P)*

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

- 1) I can identify all note names and enharmonic equivalents. *(K,R)*
- 2) I can identify and perform rhythms up through sixteenth note subdivision. *(K,R,S,P)*
- 3) I can identify and perform pieces written in mixed meter. *(K,R,S,P)*
- 4) I can identify and perform pieces written in contemporary, non-traditional notation. *(K,R,S,P)*
- 5) I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature. *(K,R)*
- 6) I can perform major scales in the key signatures of B-flat, E-flat, F, A-flat, and C. *(K,R,S,P)*
- 7) I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight). *(K,R,S,P)*
- 8) I can identify and perform advanced modern time signatures. *(K,R,S,P)*
- 9) I can perform a variety of articulations including slurred, legato, and staccato. *(K,R,S,P)*
- 10) I can perform a chromatic scale the full range of my instrument. *(K,R,S,P)*

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

- 1) I can prepare and perform my part independently within the ensemble. *(K,R,S,P)*
- 2) I can blend my sound with the other members of the ensemble. *(K,R,S,P)*
- 3) I can perform my part to achieve correct balance within the ensemble. *(K,R,S,P)*
- 4) I can adjust my pitch to the other members of the ensemble. *(K,R,S,P)*
- 5) I can create a musical phrase with and within the ensemble. *(K,R,S,P)*
- 6) I can perform with a high level of nuance and musicality. *(K,R,S,P)*
- 7) I can perform with varied articulations within the ensemble. *(K,R,S,P)*



**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

1) I can improvise melodies in a variety of styles and key center. *(K,R,S,P)*

2) I can improvise a harmony to a given melody. *(K,R,S,P)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

1) I can improvise a rhythmic variation from a given rhythm. *(K,R,S,P)*

2) I can improvise a melodic variation from a given melody. *(K,R,S,P)*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

1) I can improvise over given chord progressions. *(K,S)*

2) I can improvise a melodic variation from a given melody. *(K,R,S,P)*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

1) I can compose original rhythmic ideas. *(K,R,S)*

2) I can compose original melodic ideas. *(K,R,S)*

3) I can notate my original musical ideas using traditional methods of notation. *(K,R,S)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

1) I can arrange songs for a variety of instruments. *(K,R,S)*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

1) I can write and arrange music for instruments within my ensemble. *(K,R,S)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

1) I can notate rhythmic ideas using traditional music notation. *(K,R,S)*

2) I can notate melodic ideas using traditional music notation. *(K,R,S)*

3) I can recognize and perform scales in relation to a given key signature. *(K,R,S,P)*

4) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. *(K, P)*

- 5) I can read and identify notes in the clef related to my instrument and understand the use of sharps, flats, and naturals. *(K,S,P)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can sight read skill level-appropriate band literature. *(K, R, S, P)*

#### **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can develop an understanding of music through listening to a variety of recordings, live concerts, and recitals. *(K,R)*
- 2) I can develop an understanding of a variety of musical styles such as Classical, Baroque, Romantic, folk, jazz, rock, and contemporary. *(K,R)*
- 3) I can recognize form and repetition in music, including but not limited to 1<sup>st</sup> and 2<sup>nd</sup> endings, da capo and del segno markings, AB, ABA, rondo, theme and variations, and imitation. *(K,R,S)*
- 4) I can recognize the use of sequence and repeated patterns. *(K,R, S)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

- 1) I can define the musical terms found within my music. *(K,R)*
- 2) I can use musical vocabulary to describe music that I listen to. *(K,R)*
- 3) I can use musical vocabulary to critique a musical performance. *(K,R)*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

- 1) I can identify compositional techniques used by composers. *(K,R)*
- 2) I can explain compositional devices used by composers. *(K,R)*
- 3) I can identify the use of tension and release within a musical composition. *(K,R)*
- 4) I can cite musical examples within my ensembles literature that use these techniques. *(K,R)*

#### **NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

- 1) I can make an informed decision about the quality of a piece of music. *(K,R)*
- 2) I can make an informed decision about the quality of a performance. *(K,R)*

- 3) I can listen to and evaluate a musical composition and make critical decisions regarding musical quality. *(K,R)*
- 4) I can listen to and evaluate performances and make critical decisions regarding musical quality. *(K,R)*
- 5) I can give detailed reasoning for my evaluation of a performance or piece. *(K,R)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

- 1) I can make informed decisions about music or performances through comparisons with professional performances. *(K,R)*
- 2) I can give detailed reasoning for my comparison of a performance or piece. *(K,R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

- 1) I can draw connections between music and other art forms. *(K,R)*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can compare two different pieces from the same time period. *(K,R)*
- 2) I can distinguish characteristics of representative music genres such as Native American, Latin American, Asian, African, Jazz, European, and World Music. *(K,R)*

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can draw connections between music and other subjects in school and life. *(R)*
- 2) I can synthesize projects that identify and relate music to other arts and disciplines outside the arts. *(K,R,P)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) I can group music by style, period, or culture even if I am unfamiliar with that particular style. *(K,R)*

- 2) I can classify music into separate groups by listening to recordings. *(K,R)*
- 3) I can give reasonable justifications for my genre classifications. *(K,R)*

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

- 1) I can trace different styles of music to their origins. *(K,R)*
- 2) I can identify names of well known American musicians. *(K,R)*
- 3) I can create timelines of American music genres. *(K,R)*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (Type):**

- 1) I can state the different roles that musicians perform within our culture. *(K,R)*
- 2) I can give examples of how musicians perform their roles. *(K)*
- 3) I can understand the functions of music, roles of musicians, and conditions under which music is typically performed in a variety of world cultures. *(K,R)*

# ADVANCED BAND

## Grades 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** Beginning Band, Intermediate Band, or Consent of Instructor

### **Course Overview:**

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

### **Units of Study:**

- Instrumental pedagogy
- Styles periods
- Presentation
- Musical literacy
- Cultural awareness
- Aesthetic values

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

- 1) I can sing note names in rhythm while fingering my instrument. (K,R,S,P)
- 2) I can sing a melodic line with solfeggio or note reading systems. (K,R,S,P)
- 3) I can sing a varied repertoire of world music. (K,R,S,P)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

- 1) I can sing my music in a group with or without piano. (K,R,S,P)
- 2) I can sing my part independently while in harmony with other musicians. (K,R,S,P)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

- 1) I can sing my part musically with attention to nuance and phrasing. (K,R,S,P)

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can create good characteristic tone on my instrument using an appropriate embouchure. *(K,S)*
- 2) I can breathe properly to use wind as a vehicle for sound. *(S,P)*
- 3) I can perform an expressive musical phrase. *(K,R,S,P)*
- 4) I can demonstrate the fundamentals of good intonation. *(K,R,S,P)*
- 5) I can perform with proper playing posture and position for my instrument. *(S,P)*
- 6) I can correctly assemble, care for, and maintain my instrument. *(K, S)*
- 7) I can perform with skill-appropriate technique on my instrument. *(K,S,P)*
- 8) I can perform with skill level-appropriate artistic expression. *(K,R,S,P)*
- 9) I can recognize and perform scales in relation to a given key signature. *(K, R, S, P)*
- 10) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. *(K,P)*

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

- 1) I can identify all note names and enharmonic equivalents. *(K,R)*
- 2) I can identify and perform rhythms up through sixteenth note subdivision. *(K,R,S,P)*
- 3) I can identify and perform pieces written in mixed meter. *(K,R,S,P)*
- 4) I can identify and perform pieces written in contemporary, non-traditional notation. *(K,R,S,P)*
- 5) I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature. *(K,R)*
- 6) I can perform music written with aleatoric elements. *(K,R,S,P)*
- 7) I can perform major scales in the key signatures of B-flat, E-flat, F, A-flat, C., D-flat, G, D, A. *(K,R,S,P)*
- 8) I can perform all relative minor scales in the key signatures of B-flat, E-flat, F, A-flat, C, D-flat, G, D, A. *(K,R,S,P)*
- 9) I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight). *(K,R,S,P)*
- 10) I can identify and perform skill level-appropriate advanced modern time signatures. *(K,R,S,P)*
- 11) I can identify and perform skill level-appropriate articulations including slurred, legato, marcato, and staccato. *(K,R,S,P)*
- 12) I can perform a chromatic scale the full range of my instrument. *(K,R,S,P)*

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

- 1) I can prepare and perform my part independently within the ensemble. *(K,R,S,P)*
- 2) I can blend my sound with the other members of the ensemble. *(K,R,S,P)*
- 3) I can perform my part to achieve correct balance within the ensemble. *(K,R,S,P)*
- 4) I can adjust my pitch to the other members of the ensemble. *(K,R,S,P)*

- 5) I can create a musical phrase with and within the ensemble. *(K,R,S,P)*
- 6) I can perform with a high level of nuance and musicality. *(K,R,S,P)*
- 7) I can perform with varied articulations within the ensemble. *(K,R,S,P)*
- 8) I can function as a conductor within my ensemble. *(K,R,S,P)*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

- 1) I can improvise melodies in a variety of styles and key center. *(K,R,S,P)*
- 2) I can improvise a harmony to a given melody. *(K,R,S,P)*
- 3) I can improvise a counter-melody to a given melody. *(K,R,S,P)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

- 1) I can improvise a rhythmic variation from a given rhythm. *(K,R,S,P)*
- 2) I can improvise a melodic variation from a given melody. *(K,R,S,P)*
- 3) I can improvise a counter-melody to a given melody. *(K,R,S,P)*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

- 1) I can improvise over given chord progressions. *(K,S)*
- 2) I can improvise an original melody based on a given melody. *(K,R,S,P)*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

- 1) I can compose original rhythmic ideas. *(K,R,S)*
- 2) I can compose original melodic ideas. *(K,R,S)*
- 3) I can notate my original musical ideas using traditional methods of notation. *(K,R,S)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

- 1) I can arrange songs for a variety of instruments. *(K,R,S)*
  - 2) I can arrange songs for an assigned instrumentation. *(K,R,S)*
- Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

- 1) I can write and arrange music for instruments within my ensemble. *(K,R,S)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

- 1) I can notate rhythmic ideas using traditional music notation. *(K,R,S)*
- 2) I can notate melodic ideas using traditional music notation. *(K,R,S)*
- 3) I can notate a dictated rhythmic figure of an appropriate skill level. *(K,R,S)*
- 4) I can recognize and perform a major and/or minor scale in relation to a given key signature. *(K,R,S,P)*
- 5) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. *(K, P)*
- 6) I can read and identify notes in the clef related to my instrument and understand the use of sharps, flats, and naturals. *(K,S,P)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can sight read skill level-appropriate band literature up to grade 4. *(K, R, S, P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can develop an understanding of music through listening to a variety of recordings, live concerts, and recitals. *(K,R)*
- 2) I can identify and understand a variety of musical styles such as Classical, Baroque, Romantic, folk, jazz, rock, and contemporary. *(K,R)*
- 3) I can recognize form and repetition in music, including but not limited to 1<sup>st</sup> and 2<sup>nd</sup> endings, da capo and del segno markings, AB, ABA, rondo, theme and variations, and imitation. *(K,R,S)*
- 4) I can recognize the use of sequence and repeated patterns. *(K,R, S)*
- 5) I can identify musical styles other than Western Art Music. *(K,R,S)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

- 1) I can define the musical terms found within my music. *(K,R)*
- 2) I can use musical vocabulary to describe music that I listen to. *(K,R)*
- 3) I can use musical vocabulary to critique a musical performance. *(K,R)*
- 4) I can utilize outside sources to help identify unfamiliar musical terms. *(K,R)*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

- 1) I can identify compositional techniques used by composers. *(K,R)*
- 2) I can explain compositional devices used by composers. *(K,R)*
- 3) I can identify the use of tension and release within a musical composition. *(K,R)*



- 4) I can cite musical examples that use these compositional techniques within my ensembles literature. *(K,R)*.

#### **NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

- 1) I can make an informed decision about the quality of a piece of music. *(K,R)*
- 2) I can make an informed decision about the quality of a performance. *(K,R)*
- 3) I can listen to and evaluate a musical composition and make critical decisions regarding musical quality. *(K,R)*
- 4) I can listen to and evaluate performances and make critical decisions regarding musical quality. *(K,R)*
- 5) I can give detailed reasoning for my evaluation of a performance or piece. *(K,R)*
- 6) I can continue my musical growth by listening and evaluating musical performances of unique genres. *(K,R,S)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

- 1) I can make informed decisions about music or performances through comparisons with professional performances. *(K,R)*
- 2) I can give detailed reasoning for my comparison of a performance or piece. *(K,R)*
- 3) I can identify and explain the creative elements of an improvised performance. *(K,R)*

#### **NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

- 1) I can draw connections between music and other art forms. *(K,R)*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can compare two different pieces from the same time period. *(K,R)*
- 2) I can distinguish characteristics of representative music genres such as Native American, Latin American, Asian, African, Jazz, European, and World Music. *(K,R)*

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind,

percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can draw connections between music and other subjects in school and life. *(R)*
- 2) I can synthesize projects that identify and relate music to other arts and disciplines outside the arts. *(K,R,P)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) I can group music by style, period, or culture even if I am unfamiliar with that particular style. *(K,R)*
- 2) I can classify music into separate groups by listening to recordings. *(K,R)*
- 3) I can give reasonable justifications for my genre classifications. *(K,R)*

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

- 1) I can trace different styles of music to their origins. *(K,R)*
- 2) I can identify names of well known American musicians. *(K,R)*
- 3) I can create timelines of American music genres. *(K,R)*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (Type):**

- 1) I can state the different roles that musicians perform within our culture. *(K,R)*
- 2) I can give examples of how musicians perform their roles. *(K)*
- 3) I can understand the functions of music, roles of musicians, and conditions under which music is typically performed in a variety of world cultures. *(K,R)*

# JAZZ BAND

## Grades 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** Audition and Consent of Instructor

### **Course Overview:**

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

### **Units of Study:**

- Instrumental pedagogy
- Jazz history
- Presentation
- Musical literacy
- Cultural awareness
- Aesthetic values

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

- 1) I can sing note names in rhythm while fingering my instrument. (K,R,S,P)
- 2) I can sing a melodic line with solfeggio or note reading systems. (K,R,S,P)
- 3) I can sing a varied repertoire of jazz and world music. (K,R,S,P)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

- 1) I can sing my music in a group with or without piano. (K,R,S,P)
- 2) I can sing my part independently while in harmony with other musicians. (K,R,S,P)
- 3) I can sing rhythm section fills in addition to my ensemble parts. (K,R,S,P)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

- 1) I can sing my part musically with attention to nuance and phrasing. (K,R,S,P)
- 2) I can sing my part properly blended and balanced within the ensemble. (K,R,S,P)

- 3) I can perform a variety of jazz styles in traditional “scat” singing. *(K,R,S,P)*

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can create good characteristic tone on my instrument using an appropriate embouchure. *(K,S)*
- 2) I can breathe properly to use wind as a vehicle for sound. *(S,P)*
- 3) I can perform an expressive musical phrase. *(K,R,S,P)*
- 4) I can demonstrate the fundamentals of good intonation. *(K,R,S,P)*
- 5) I can perform with proper playing posture and position for my instrument. *(S,P)*
- 6) I can correctly assemble, care for, and maintain my instrument. *(K, S)*
- 7) I can perform with skill-appropriate technique on my instrument. *(K,S,P)*
- 8) I can perform with skill level-appropriate artistic expression. *(K,R,S,P)*
- 9) I can recognize and perform scales in relation to a given key signature. *(K, R, S, P)*
- 10) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. *(K,P)*

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

- 1) I can identify all note names and enharmonic equivalents. *(K,R)*
- 2) I can identify and perform rhythms up through sixteenth note subdivision. *(K,R,S,P)*
- 3) I can identify and perform pieces written in mixed meter. *(K,R,S,P)*
- 4) I can identify and perform pieces written in contemporary, non-traditional notation. *(K,R,S,P)*
- 5) I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature. *(K,R)*
- 6) I can perform music written with aleatoric elements. *(K,R,S,P)*
- 7) I can perform major scales in the key signatures of B-flat, E-flat, F, A-flat, C., D-flat, G, D, A, E, B, and G-flat. *(K,R,S,P)*
- 8) I can perform all relative minor scales in the key signatures of B-flat, E-flat, F, A-flat, C, D-flat, G, D, A, E, B, and G-flat. *(K,R,S,P)*
- 9) I can perform all Blues Scales, Pentatonic Scales, Modes of Major and minor scales, Whole Tone, and Diminished Scales. *(K,R,S,P)*
- 10) I can perform a melodic fragment from an aural source (play a lick back). *(K,R,S,P)*
- 11) I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight). *(K,R,S,P)*
- 12) I can identify and perform skill level-appropriate advanced modern time signatures. *(K,R,S,P)*
- 13) I can identify and perform skill level-appropriate articulations including slurred, legato, marcato, staccato, and various jazz specific articulations. *(K,R,S,P)*
- 14) I can demonstrate traditional jazz articulation (articulation of up-beats). *(K,R,S,P)*
- 15) I can perform appropriate jazz phrasing and styles. *(K,R,S,P)*

16) I can perform a chromatic scale the full range of my instrument. *(K,R,S,P)*

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

- 1) I can select literature for my jazz combo from Fake Book sources. *(K,R,S,P)*
- 2) I can prepare and perform my part independently within the ensemble. *(K,R,S,P)*
- 3) I can blend my sound with the other members of the ensemble. *(K,R,S,P)*
- 4) I can perform my part to achieve correct balance within the ensemble. *(K,R,S,P)*
- 5) I can adjust my pitch to the other members of the ensemble. *(K,R,S,P)*
- 6) I can create a musical phrase with and within the ensemble. *(K,R,S,P)*
- 7) I can perform with a high level of nuance and musicality. *(K,R,S,P)*
- 8) I can perform with varied articulations within the ensemble. *(K,R,S,P)*
- 9) I can function as a conductor within my ensemble. *(K,R,S,P)*
- 10) I can plan and pace rehearsals for my small ensemble. *(K,R,S,P)*
- 11) I can give public performances with my jazz combo. *(K,R,S,P)*
- 12) I can organize, promote, and perform with my combo in public. *(K,R,S,P)*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

- 1) I can improvise melodies in a variety of styles and key centers. *(K,R,S,P)*
- 2) I can improvise a harmony to a given melody. *(K,R,S,P)*
- 3) I can improvise a counter-melody to a given melody. *(K,R,S,P)*
- 4) I can improvise an accompaniment based on a given chord progression. *(K,R,S,P)*
- 5) I can improvise an accompaniment based on a requested style. *(K,R,S,P)*
- 6) I can improvise background figure accompaniments in varied styles. *(K,R,S,P)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

- 1) I can improvise a rhythmic variation from a given rhythm. *(K,R,S,P)*
- 2) I can improvise a melodic variation from a given melody. *(K,R,S,P)*
- 3) I can improvise a counter-melody to a given melody. *(K,R,S,P)*
- 4) I can improvise melodic variations utilizing a combination of pentatonic and major/minor tonalities. *(K,R,S,P)*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

- 1) I can improvise over given chord progressions (Blues, Modal, ii, V, I...etc.). *(K,S)*
- 2) I can improvise an original melody based on a given melody. *(K,R,S,P)*
- 3) I can alter the style of a given melody. *(K,R,S,P)*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

- 1) I can compose original rhythmic ideas. *(K,R,S)*
- 2) I can compose original melodic ideas. *(K,R,S)*
- 3) I can notate my original musical ideas using traditional methods of notation. *(K,R,S)*
- 4) I can transcribe skill level appropriate jazz solos for my instrument. *(K,R,S,P)*
- 5) I can notate jazz motives (licks) from a variety of sources. *(K,R,S,P)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

- 1) I can arrange songs for a variety of instruments. *(K,R,S)*
- 2) I can arrange songs for an assigned instrumentation (combo or band). *(K,R,S)*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

- 1) I can write and arrange music for instruments within my ensemble. *(K,R,S)*
- 2) I can write and arrange music for peer ensemble performance. *(K,R,S)*
- 3) I can write and arrange music for expanded instrumentation beyond traditional big band (flute, clarinet, etc.). *(K,R,S)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

- 1) I can notate rhythmic ideas using traditional music notation. *(K,R,S)*
- 2) I can notate melodic ideas using traditional music notation. *(K,R,S)*
- 3) I can notate a dictated rhythmic figure of an appropriate skill level. *(K,R,S)*
- 4) I can notate a dictated melodic line of an appropriate skill level. *(K,R,S)*
- 5) I can notate music using traditional jazz methods of notation. *(K,R,S)*
- 6) I can recognize and perform a major and/or minor scale in relation to a given key signature. *(K,R,S,P)*
- 7) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. *(K, P)*
- 8) I can read and identify notes in the clef related to my instrument and understand the use of sharps, flats, and naturals. *(K,S,P)*
- 9) I can interpret jazz styles with correct feel and articulation. *(K,R,S,P)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can sight read skill level-appropriate jazz band literature up to grade 5. *(K, R, S, P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can develop an understanding of music through listening to a variety of recordings, live concerts, and recitals. *(K,R)*
- 2) I can identify and understand a variety of musical styles such as ragtime, Dixie, swing, bebop, cool, fusion, ballad, funk, folk, jazz, rock, Latin, and contemporary. *(K,R)*
- 3) I can recognize form and repetition in music, including but not limited to 1<sup>st</sup> and 2<sup>nd</sup> endings, da capo and del segno markings, AB, ABA, rondo, theme and variations, call and response, 12 bar blues, song form, and imitation. *(K,R,S)*
- 4) I can recognize the use of sequence and repeated patterns. *(K,R, S)*
- 5) I can identify musical styles other than traditional jazz. *(K,R,S)*
- 6) I can identify and categorize styles within other areas of world music. *(K,R,S)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

- 1) I can define the musical terms found within my music. *(K,R)*
- 2) I can use jazz vocabulary to describe music that I listen to. *(K,R)*
- 3) I can use jazz vocabulary to critique a musical performance. *(K,R)*
- 4) I can utilize outside sources to help identify unfamiliar musical terms or styles. *(K,R)*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

- 1) I can identify compositional techniques used by composers. *(K,R)*
- 2) I can explain compositional devices used by composers. *(K,R)*
- 3) I can identify the use of tension and release within a musical composition. *(K,R)*
- 4) I can cite musical examples that use these compositional techniques within my ensembles literature. *(K,R)*
- 5) I can cite musical examples that use these compositional techniques from beyond my ensemble's literature. *(K,R)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

- 1) I can make an informed decision about the quality of a piece of music. *(K,R)*
- 2) I can make an informed decision about the quality of a performance. *(K,R)*
- 3) I can listen to and evaluate a musical composition and make critical decisions regarding musical quality. *(K,R)*
- 4) I can listen to and evaluate performances and make critical decisions regarding musical quality. *(K,R)*
- 5) I can give detailed reasoning for my evaluation of a performance or piece. *(K,R)*
- 6) I can continue my musical growth by listening and evaluating musical performances of unique genres. *(K,R,S)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

- 1) I can make informed decisions about music or performances through comparisons with professional performances. *(K,R)*
- 2) I can give detailed reasoning for my comparison of a performance or piece. *(K,R)*
- 3) I can identify and explain the creative elements of an improvised performance. *(K,R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

- 1) I can draw connections between music and other art forms. *(K,R)*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can compare two different pieces from the same time period. *(K,R)*
- 2) I can distinguish characteristics of representative music genres such as Native American, Latin American, Asian, African, Jazz, European, and World Music. *(K,R)*

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can draw connections between music and other subjects in school and life. *(R)*
- 2) I can synthesize projects that identify and relate music to other arts and disciplines outside the arts. *(K,R,P)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) I can group music by style, period, or culture even if I am unfamiliar with that particular style. *(K,R)*
- 2) I can relate the given music to historical events or contexts. *(K,R)*
- 3) I can classify music into separate groups by listening to recordings. *(K,R)*
- 4) I can give reasonable justifications for my genre classifications. *(K,R)*



**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

- 1) I can trace different styles of music to their origins. *(K,R)*
- 2) I can identify names of legends of jazz music. *(K,R)*
- 3) I can list the contributions of the great jazz legends. *(K,R)*
- 4) I can create timelines of jazz music genres. *(K,R)*
- 5) I can list jazz greats that performed my instruments. *(K,R)*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (Type):**

- 1) I can state the different roles that musicians perform within our culture. *(K,R)*
- 2) I can give examples of how musicians perform their roles. *(K)*
- 3) I can understand the functions of music, roles of musicians, and conditions under which jazz music is typically performed in a variety of world cultures. *(K,R)*

# WIND ENSEMBLE

## Grades 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** Consent of Instructor

### **Course Overview:**

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

### **Units of Study:**

- Instrumental pedagogy
- Styles periods
- Presentation
- Musical literacy
- Cultural awareness
- Aesthetic values

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

- 1) I can sing note names in rhythm while fingering my instrument. (K,R,S,P)
- 2) I can sing a melodic line with solfeggio or note reading systems. (K,R,S,P)
- 3) I can sing a varied repertoire of world music. (K,R,S,P)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

- 1) I can sing my music in a group with or without piano. (K,R,S,P)
- 2) I can sing my part independently while in harmony with other musicians. (K,R,S,P)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

- 1) I can sing my part musically with attention to nuance and phrasing. (K,R,S,P)
- 2) I can sing my part properly blended and balanced within the ensemble. (K,R,S,P)

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can create good characteristic tone on my instrument using an appropriate embouchure. *(K,S)*
- 2) I can breathe properly to use wind as a vehicle for sound. *(S,P)*
- 3) I can perform an expressive musical phrase. *(K,R,S,P)*
- 4) I can demonstrate the fundamentals of good intonation. *(K,R,S,P)*
- 5) I can perform with proper playing posture and position for my instrument. *(S,P)*
- 6) I can correctly assemble, care for, and maintain my instrument. *(K, S)*
- 7) I can perform with skill-appropriate technique on my instrument. *(K,S,P)*
- 8) I can perform with skill level-appropriate artistic expression. *(K,R,S,P)*
- 9) I can recognize and perform scales in relation to a given key signature. *(K, R, S, P)*
- 10) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. *(K,P)*

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

- 1) I can identify all note names and enharmonic equivalents. *(K,R)*
- 2) I can identify and perform rhythms up through sixteenth note subdivision. *(K,R,S,P)*
- 3) I can identify and perform pieces written in mixed meter. *(K,R,S,P)*
- 4) I can identify and perform pieces written in contemporary, non-traditional notation. *(K,R,S,P)*
- 5) I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature. *(K,R)*
- 6) I can perform music written with aleatoric elements. *(K,R,S,P)*
- 7) I can perform major scales in the key signatures of B-flat, E-flat, F, A-flat, C, D-flat, G, D, A, E, B, and G-flat. *(K,R,S,P)*
- 8) I can perform all relative minor scales in the key signatures of B-flat, E-flat, F, A-flat, C, D-flat, G, D, A, E, B, and G-flat. *(K,R,S,P)*
- 9) I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight). *(K,R,S,P)*
- 10) I can identify and perform skill level-appropriate advanced modern time signatures. *(K,R,S,P)*
- 11) I can identify and perform skill level-appropriate articulations including slurred, legato, marcato, and staccato. *(K,R,S,P)*
- 12) I can perform a chromatic scale the full range of my instrument. *(K,R,S,P)*

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

- 1) I can prepare and perform my part independently within the ensemble. *(K,R,S,P)*
- 2) I can blend my sound with the other members of the ensemble. *(K,R,S,P)*
- 3) I can perform my part to achieve correct balance within the ensemble. *(K,R,S,P)*

- 4) I can adjust my pitch to the other members of the ensemble. *(K,R,S,P)*
- 5) I can create a musical phrase with and within the ensemble. *(K,R,S,P)*
- 6) I can perform with a high level of nuance and musicality. *(K,R,S,P)*
- 7) I can perform with varied articulations within the ensemble. *(K,R,S,P)*
- 8) I can function as a conductor within my ensemble. *(K,R,S,P)*
- 9) I can plan and pace rehearsals for my small ensemble. *(K,R,S,P)*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

- 1) I can improvise melodies in a variety of styles and key centers. *(K,R,S,P)*
- 2) I can improvise a harmony to a given melody. *(K,R,S,P)*
- 3) I can improvise a counter-melody to a given melody. *(K,R,S,P)*
- 4) I can improvise an accompaniment based on a given chord progression. *(K,R,S,P)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

- 1) I can improvise a rhythmic variation from a given rhythm. *(K,R,S,P)*
- 2) I can improvise a melodic variation from a given melody. *(K,R,S,P)*
- 3) I can improvise a counter-melody to a given melody. *(K,R,S,P)*
- 4) I can improvise melodic variations utilizing a combination of pentatonic and major/minor tonalities. *(K,R,S,P)*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

- 1) I can improvise over given chord progressions. *(K,S)*
- 2) I can improvise an original melody based on a given melody. *(K,R,S,P)*
- 3) I can alter the style of a given melody. *(K,R,S,P)*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

- 1) I can compose original rhythmic ideas. *(K,R,S)*
- 2) I can compose original melodic ideas. *(K,R,S)*
- 3) I can notate my original musical ideas using traditional methods of notation. *(K,R,S)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

- 1) I can arrange songs for a variety of instruments. *(K,R,S)*
- 2) I can arrange songs for an assigned instrumentation. *(K,R,S)*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

- 1) I can write and arrange music for instruments within my ensemble. *(K,R,S)*
- 2) I can write and arrange music for peer ensemble performance. *(K,R,S)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

- 1) I can notate rhythmic ideas using traditional music notation. *(K,R,S)*
- 2) I can notate melodic ideas using traditional music notation. *(K,R,S)*
- 3) I can notate a dictated rhythmic figure of an appropriate skill level. *(K,R,S)*
- 4) I can notate a dictated melodic line of an appropriate skill level. *(K,R,S)*
- 5) I can recognize and perform a major and/or minor scale in relation to a given key signature. *(K,R,S,P)*
- 6) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. *(K, P)*
- 7) I can read and identify notes in the clef related to my instrument and understand the use of sharps, flats, and naturals. *(K,S,P)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can sight read skill level-appropriate band literature up to grade 5. *(K, R, S, P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can develop an understanding of music through listening to a variety of recordings, live concerts, and recitals. *(K,R)*
- 2) I can identify and understand a variety of musical styles such as Classical, Baroque, Romantic, folk, jazz, rock, and contemporary. *(K,R)*
- 3) I can recognize form and repetition in music, including but not limited to 1<sup>st</sup> and 2<sup>nd</sup> endings, da capo and del segno markings, AB, ABA, rondo, theme and variations, and imitation. *(K,R,S)*
- 4) I can recognize the use of sequence and repeated patterns. *(K,R, S)*
- 5) I can identify musical styles other than Western Art Music. *(K,R,S)*
- 6) I can identify and categorize styles within Native American music. *(K,R,S)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

- 1) I can define the musical terms found within my music. *(K,R)*

- 2) I can use musical vocabulary to describe music that I listen to. *(K,R)*
- 3) I can use musical vocabulary to critique a musical performance. *(K,R)*
- 4) I can utilize outside sources to help identify unfamiliar musical terms. *(K,R)*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

- 1) I can identify compositional techniques used by composers. *(K,R)*
- 2) I can explain compositional devices used by composers. *(K,R)*
- 3) I can identify the use of tension and release within a musical composition. *(K,R)*
- 4) I can cite musical examples that use these compositional techniques within my ensembles literature. *(K,R)*.
- 5) I can cite musical examples that use these compositional techniques from beyond my ensemble's literature. *(K,R)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

- 1) I can make an informed decision about the quality of a piece of music. *(K,R)*
- 2) I can make an informed decision about the quality of a performance. *(K,R)*
- 3) I can listen to and evaluate a musical composition and make critical decisions regarding musical quality. *(K,R)*
- 4) I can listen to and evaluate performances and make critical decisions regarding musical quality. *(K,R)*
- 5) I can give detailed reasoning for my evaluation of a performance or piece. *(K,R)*
- 6) I can continue my musical growth by listening and evaluating musical performances of unique genres. *(K,R,S)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

- 1) I can make informed decisions about music or performances through comparisons with professional performances. *(K,R)*
- 2) I can give detailed reasoning for my comparison of a performance or piece. *(K,R)*
- 3) I can identify and explain the creative elements of an improvised performance. *(K,R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

- 1) I can draw connections between music and other art forms. *(K,R)*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can compare two different pieces from the same time period. *(K,R)*
- 2) I can distinguish characteristics of representative music genres such as Native American, Latin American, Asian, African, Jazz, European, and World Music. *(K,R)*

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can draw connections between music and other subjects in school and life. *(R)*
- 2) I can synthesize projects that identify and relate music to other arts and disciplines outside the arts. *(K,R,P)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) I can group music by style, period, or culture even if I am unfamiliar with that particular style. *(K,R)*
- 2) I can classify music into separate groups by listening to recordings. *(K,R)*
- 3) I can give reasonable justifications for my genre classifications. *(K,R)*

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

- 1) I can trace different styles of music to their origins. *(K,R)*
- 2) I can identify names of well known American musicians. *(K,R)*
- 3) I can create timelines of American music genres. *(K,R)*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (Type):**

- 1) I can state the different roles that musicians perform within our culture. *(K,R)*
- 2) I can give examples of how musicians perform their roles. *(K)*
- 3) I can understand the functions of music, roles of musicians, and conditions under which music is typically performed in a variety of world cultures. *(K,R)*

# GUITAR 1

## Grades 9, 10, 11, 12

**Length:** One Semester (Elective)

**Prerequisite:** Desire to sing and play guitar.

**Course Overview:** In Guitar 1, students with limited musical training or knowledge with guitar study will learn transferable music skills, including singing, reading a lead sheet, understanding and playing chords and chord progressions, improvising, simple arranging, basic music theory and history, the ability to learn music from a recording (by ear) as well as by note reading, which they can use to enjoy music now and as an adult. They will also develop sufficient background to better understand and enjoy the many styles of music available.

### **Units of Study:**

#### **Unit 1 - Getting started**

- Finger, string, fret
- A short history of the Guitar
- Getting comfortable holding your Guitar
- 2 strumming patterns
- How to read lead sheets: lyrics and chords
- Form: intro, verse, chorus, bridge, outro
- Playing songs using the C and F chords
- Roles that music and musicians serve in different times and cultures – initial survey
- Listening / music history: How African spirituals, blues and gospel led to both jazz and rock; roles of music/musicians
- Review and assessment (playing and written)

#### **Unit 2 – Tuning the Guitar**

- Using assessment, teach in a new way what wasn't understood in Unit 1
- Introducing the G7 chord
- More strumming patterns
- Playing songs using the C, F and G7 chords (I IV V)
- Sing, then play, then both together!
- Sing and play 2 songs from other countries
- Some basic music theory
- Can you hear and recognize a I IV V chord progression?
- Listen and compare 3 different arrangements of a song – which do you prefer? Why?
- Listening / music history: American Roots music - the music of American Indians and America's immigrants; roles of music and musicians
- Review and assessment



### Unit 3 - Learning to read music: read and write notes on the staff

- Melody picking
- Open string melodies
- Using assessment, teach in a new way what wasn't understood in Unit 2
- The G major pentatonic scale; improvising a short pentatonic melody
- Read and play two multicultural melodies
- Playing in ensembles
- Learn and be able to identify from recordings the 6 main elements of music
- Arranging part one: In small groups, choose a song to arrange for Guitars, voice and/or other instruments
- Listening / music history: American Roots Music – fiddle music, bluegrass, country, folk revival; roles of music and musicians
- Review and assessment

### Unit 4 - Learning to read music continues: rhythmic notation

- The C Scale
- Read and play three melodies using the C scale
- Using assessment, teach in a new way what wasn't understood in Unit 3
- Playing in ensembles, C major tunes
- Improvising on the C scale, improvising rhythms 3/4 and 4/4 meter: feel the difference
- Create a rhythmic ostinato for accompaniment of a song
- Arranging part two: In small groups, decide the form of your song, who will play which parts, and rehearse
- Listening / music history: The Renaissance and Baroque; roles of music and musicians
- Review and assessment

### Unit 5 - The F scale, parts one and two

- Read and play 6 multicultural melodies in F
- Using assessment, teach in a new way what wasn't understood in Unit 4
- Improvising on the F scale, improvising rhythms
- Learn 5 compositional techniques; apply to a phrase from one of our songs
- Arranging part three: each group will take turns performing for and critiquing each other; then rehearse improvements
- Listening/music history: The Classical and Romantic Compare
- Impressionism in music and art; roles of music and musicians
- Review and assessment

### Unit 6 – More chords: C7, D7, E7, G7, A7. Bb, G, Am, Dm

- Playing songs using these new chords
- Using assessment, teach in a new way what wasn't understood in Unit 5
- New strumming patterns based on rhythms from songs
- The A minor scale & chord
- Major & minor tonalities: what's the difference?
- Improvisation groups: Am chord & improvisation on Am scale

- Listening / music history: 20 and 21 century classical music and / or Broadway musicals
- Career options for those who love music
- Each group plays their arrangement for the class
- Review, summary, written final, playing test
- Performance: Coffee house concert; other in-school or community performance opportunities

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

**Learning Targets:**

1) I can sing a song by rote. (S)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment. (K,S)

**Learning Targets:**

1) I can sing American folk and popular songs based on the I IV V chord progression. (K,S)

2) I can sing the American folk and popular songs based on the I IV V chord progressions while playing the guitar. (K,S)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

**Learning Targets:**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

**Learning Targets:**

1) I can play melodies and chords accurately on the guitar. (K,S)

2) I can play a variety of styles of music on the guitar. (K,S)

3) While playing, I can demonstrate good position and technique. (K,S)

4) I can play melodies and chords by ear. (K,S)

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills

**Learning Targets:**

1) I can prepare and perform my part independently within the ensemble. (K,S)

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets:**

- 2) I can feel a steady beat in order to play my part in rhythm with the other members of the ensemble. *(K,S)*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets**

- 1) I can improvise in major, minor, or pentatonic over a drone. *(K,S,R)*
- 2) I can maintain an ostinato while others improvise a melody. *(K,S)*
- 3) I can improvise a phrase while others play a I-IV-V progression. *K,S,R)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets:**

- 1) I can improvise a rhythmic variation from a given rhythm. *(K,S,R)*
- 2) I can improvise a short variation on a given melody. *(K,S,R)*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets:**

- 1) I can improvise an accompaniment using a rhythmic ostinato. *(K,S,R)*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

- 1) I can apply three of the following techniques to a given melodic phrase from our repertoire: inversion, retrograde, sequencing, augmentation, diminution, change of meter. *(K,R,S,P)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

- 1) I can arrange a song for guitars or guitar and voice. *(K,R,S,P)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

- 1) I can play a melody by reading the notes on a staff. *(K,R,S)*

- 2) I can play a rhythmic phrase that includes whole, half, eighth, and sixteenth notes by reading it on a staff. *(K,R,S)*
- 3) I can write and identify notes in the clef related to my instrument and understand the use of sharps, flats, and naturals. *(K,S,P)*
- 4) I can notate rhythmic ideas that include whole, half, eighth, and sixteenth notes using traditional music notation. *(K,R,S)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

#### **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets:**

- 1) I can name the six fundamental elements of music: melody, harmony, rhythm, tone color (timbre), texture (mono, homo, or poly-phonic), and form. *(K,R)*
- 2) I can describe how three of the elements work together to create the music I am listening to.
- 3) I can develop an understanding of music through listening to a variety of recordings and live concerts. *(K,R)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets:**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets:**

- 1) I can aurally recognize the difference in major and minor tonalities. *(K,R,S)*
- 2) I can aurally recognize the difference between  $\frac{3}{4}$  and  $\frac{4}{4}$  meters. *(K,R,S)*
- 3) I can aurally recognize the I-IV-V7 chord progression. *(K,R,S)*

#### **NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets:**

- 1) I can listen to a recording or live performance for self or class assessment. *(K,R)*
- 2) I can give positive feedback to others and offer courteous, specific suggestions for improvements. *(K,S,R)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets:**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets:**

1) I can identify common elements in at least two of the arts. *(K,R)*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets:**

1) I can describe some of the historical and social events of the time period in which songs in our repertoire were composed. *(K,R)*

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

1) I can participate in interdisciplinary units by, for example, writing the lyrics (Language Arts) for my own song using a given melody or playing songs from an historical period being studied (Social Studies). *(K,R,P)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets:**

1) I can sing songs from other countries. *(K,S)*

2) I can sing songs from other countries while playing the guitar. *(K,S)*

3) I can explain what it means for a piece to be programmatic music. *(K,R)*

4) I can classify music by historical period into Renaissance, Baroque, Classical, Romantic, or 20<sup>th</sup> and 21<sup>st</sup> century categories. *(K,R)*

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets:**

1) I can trace different styles of American music to their origins. *(K,R)*

- 2) I can identify examples of the main styles of American music (spirituals, gospel, American roots music including American Indian, folk, blues, jazz, Broadway musical, classical) by listening to recordings. *(K,R)*
- 3) I can state or write the names of at least five well-known American and Native American musician. *(K,R)*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets:**

- 1) I can describe several career options available to a person who loves music. *(K)*
- 2) I can identify at least five important composers throughout history. *(K)*
- 3) I can describe three uses of music in societies past and present. *(K,R)*
- 4) I can compare the functions of music in different cultures, including Montana American Indian cultures. *(K,R)*

# UKULELE 1

## Grades 9, 10, 11, 12

**Length:** One Semester (Elective)

**Prerequisite:** Desire to sing and play ukulele.

**Course Overview:** In Ukulele 1, students learn transferable music skills, including singing, reading a lead sheet, understanding and playing chords and chord progressions, improvising, simple arranging, basic music theory and history, the ability to learn music from a recording (by ear) as well as by note reading, which they can use to enjoy music now and as an adult. They will also build sufficient background to better understand and enjoy the many styles of music available.

### **Units of Study:**

#### **Unit 1 - Getting started**

- Finger, string, fret
- A short history of the ukulele
- Getting comfortable holding your uke
- 2 strumming patterns
- How to read lead sheets: lyrics and chords
- Form: intro, verse, chorus, bridge, outro
- Playing songs using the C and F chords
- Roles that music and musicians serve in different times and cultures – initial survey
- Listening / music history: How African spirituals, blues and gospel led to both jazz and rock; roles of music/musicians
- Review and assessment (playing and written)

#### **Unit 2 – Tuning the ukulele**

- Using assessment, teach in a new way what wasn't understood in Unit 1
- Introducing the G7 chord
- More strumming patterns
- Playing songs using the C, F and G7 chords (I IV V)
- Sing, then play, then both together!
- Sing and play 2 songs from other countries
- Some basic music theory
- Can you hear and recognize a I, IV, V chord progression?
- Listen and compare 3 different arrangements of a song – which do you prefer? Why?
- Listening / music history: American Roots music - the music of American Indians and America's immigrants; roles of music and musicians
- Review and assessment

### Unit 3 - Learning to read music: read and write notes on the staff

- Melody picking
- Open string melodies
- Using assessment, teach in a new way what wasn't understood in Unit 2
- The G major pentatonic scale; improvising a short pentatonic melody
- Read and play two multicultural melodies
- Playing in ensembles
- Learn and be able to identify from recordings the six main elements of music
- Arranging part one: In small groups, choose a song to arrange for ukuleles, voice and/or other instruments
- Listening / music history: American Roots Music – fiddle music, bluegrass, country, folk revival; roles of music and musicians
- Review and assessment

### Unit 4 - Learning to read music continues: rhythmic notation

- The C Scale
- Read and play three melodies using the C scale
- Using assessment, teach in a new way what wasn't understood in Unit 3
- Playing in ensembles, C major tunes
- Improvising on the C scale, improvising rhythms
- $\frac{3}{4}$  and  $\frac{4}{4}$  meter: feel the difference
- Create a rhythmic ostinato for accompaniment of a song
- Arranging part two: In small groups, decide the form of your song, who will play which parts, and rehearse
- Listening / music history: The Renaissance and Baroque; roles that music and musicians played
- Review and assessment

### Unit 5 - The F scale, parts one and two

- Read and play 6 multicultural melodies in F
- Using assessment, teach in a new way what wasn't understood in Unit 4
- Improvising on the F scale, improvising rhythms
- Learn 5 compositional techniques; apply to a phrase from one of our songs
- Arranging part three: each group will take turns performing for and critiquing each other; then rehearse improvements
- Listening/music history: The Classical and Romantic
- Compare Impressionism in music and art; roles of music and musicians
- Review and assessment

### Unit 6 – More chords: C7, D7, E7, G7, A7. Bb, G, Am, Dm

- Playing songs using these new chords
- Using assessment, teach in a new way what wasn't understood in Unit 5
- New strumming patterns based on rhythms from songs
- The A minor scale & chord
- Major & minor tonalities: what's the difference?
- Improv groups: Am chord & improv on Am scale
- Listening / music history: 20<sup>th</sup> and 21<sup>st</sup> century classical music and/or Broadway



musicals

- Career options for those who love music
- Each group plays their arrangement for the class
- Review, summary, written final, playing test
- Performance : Coffee house concert; other in-school or community performance opportunities

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

**NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

**Learning Targets:**

2) I can sing a song by rote. (S)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment. (K,S)

**Learning Targets:**

1) I can sing American folk and popular songs based on the I IV V chord progression. (K,S)

2) I can sing the above while playing the ukulele. (K,S)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

**Learning Targets:**

1) I can sing songs from other countries. (K,S)

2) I can sing the above while playing the ukulele. (K,S)

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

**Learning Targets:**

1) I can play melodies and chords accurately on the ukulele. (K,S)

2) I can play a variety of styles of music. (K,S)

3) While playing, I demonstrate good position and technique. (K,S)

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills

**Learning Targets:**

1) I can play melodies and chords by ear. (K,S)

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets:**

1) I can prepare and perform my part independently within the ensemble. (K,S)

2) I can feel a steady beat in order to play my part in rhythm with the other members

of the ensemble. (K,S)

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets**

- 1) I can improvise in major, minor or pentatonic over a drone. (K,S,R)
- 2) I can maintain an ostinato while others improvise a melody. (K,S)
- 3) I can improvise a phrase while others play a I – IV – V progression.(K,S,R)

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets:**

- 1) I can improvise a rhythmic variation from a given rhythm. (K,S,R)
- 2) I can improvise a short variation on a given melody. (K,S,R)

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets:**

- 1) I can improvise an accompaniment using a rhythmic ostinato. (K,S,R)

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

- 1) I can apply three of the following techniques to a given melodic phrase from our repertoire: inversion, retrograde, sequencing, augmentation, diminution, change of meter. (K,R,S,P)

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

- 1) I can arrange a song for ukuleles or ukulele and voice. (K,R,S,P)

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

- 1) I can play a melody by reading the notes on a staff.(K,R,S)
- 2) I can play a rhythmic phrase that includes whole, half, eighth and sixteenth notes by reading it on a staff. (K,R,S)

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can write and identify notes in the clef related to my instrument and understand the use of sharps, flats, and naturals. (K,S,P)
- 2) I can notate rhythmic ideas that include whole, half, eighth and sixteenth notes using traditional music notation. (K,R,S)

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets:**

- 1) I can name the 6 fundamental elements of music: melody, harmony, rhythm, tone color (tambre), texture (mono, homo or poly-phonic), and form. (K,R)
- 2) I can describe how 3 of the elements work together to create the music I'm listening to. (K,R)
- 3) I can develop an understanding of music through listening to a variety of recordings and live concerts. (K,R)

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets:**

*NOT ADRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets:**

- 1) I can aurally recognize the difference in major and minor tonalities. (K,R,S)
- 2) I can aurally recognize the difference between 3/4 and 4/4 meters. (K,R,S)
- 3) I can aurally recognize the I – IV -V7 chord progression.

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets:**

- 1) I can listen to a recording or live performance for self or class assessment (K,R)
- 2) I can give positive feedback to others and offer courteous, specific suggestions for improvements (K,S,R)

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets:**

*NOT ADRESSED IN THIS COURSE.*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets:**

- 1) I can identify common elements in at least 2 of the arts. (K,R)

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets:**

- 1) I can describe some of the historical and social events of the time period in which songs in our repertoire were composed. (K,R)
- 2) I can participate in interdisciplinary units by, for example, writing the lyrics for my own song using a given melody (language arts) or playing songs from a historical period being studied (history). (K,R,P)

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets:**

- 1) I can trace different styles of American music to their origins. (K,R)
- 2) I can identify examples of the main styles of American music (spirituals, gospel, American roots music including American Indian, folk, blues, jazz, Broadway musical, classical) by listening to recordings. (K,R)
- 3) I can state or write the names of at least 5 well-known American and Native American musicians. (K,R)

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets:**

- 1) I can explain what it means for a piece to be programmatic music. (K,R)
- 2) I can classify music by historical period into Renaissance, Baroque, Classical, Romantic, or 20<sup>th</sup> and 21<sup>st</sup> century categories. (K,R)

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets:**

- 1) I can describe several career options available to a person who loves music. *(K)*
- 2) I can identify at least five important composers throughout history. *(K)*
- 3) I can describe three uses of music in societies past and present. *(K,R)*
- 4) I can compare the functions of music in different cultures, including Montana American Indian cultures. *(K,R)*

# BEGINNING MEN'S CHOIR

## Grades 9, 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** None

**Course Overview:**

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

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

**NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

**Learning Targets (Type):**

- 1) I can demonstrate basic understanding of vocal technique, including appropriate posture, mouth position, breath management, register control, range development, octave identification, and accuracy of pitch and rhythm, and accommodating the vocal change. (S,P)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

**Learning Targets (Type):**

- 1) I can sing, in an expressive and musical manner, age-appropriate literature from unison to four parts. (S,P)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can play accompaniments to choral selections. (S,P)

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

1) I can improvise style-appropriate vocal literature, including melodic and harmonic structure, and accompaniments. *(R,S,P)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

1) I can begin to compose and arrange music, employing musical notation gained through skills/theory program.

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

1) I can perform with a steady beat, employing simple and compound meter signatures, and mixed meter. *(S,P)*

- 2) I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. *(K,R,S,P)*
- 3) I can identify and utilize traditional and non-traditional notation, including and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. *(K,R,S,P)*
- 4) I can recognize, learn and sing solfeggio with attention drawn to accurate intonation. *(K,R,S,P)*
- 5) I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, and style. *(K,S)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can employ traditional and non-traditional notation to read and perform rhythmic figures, including notes and corresponding rests from sixteenth through whole notes, the use of dotted figures and ties, and will apply the concepts of subdivision, augmentation, diminution, and syncopation. *(K,R,S,P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can aurally identify and recognize stylistic characteristics, employing the elements of music (melody, harmony, rhythm, form, timbre). *(K,R)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

- 1) I can demonstrate the ability to identify criteria that constitute a musical and stylistically appropriate performance. *(K,R,S)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.



**Learning Targets (Type):**

- 1) I can, through participation in choral performance and the evaluation thereof, develop self-discipline, and demonstrate responsibility and respect for others. (K,R,S,P)

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can compare characteristics of two or more arts within a particular historical period or style. (K,R)

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can participate in projects outside the arts that identify and interrelate music as a strand of the total concept of life, including career options in the arts. (K,R)

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) Through choral literature and performance in a variety of languages, I can distinguish characteristics of representative music genres and styles such as Native American, Latin American, African, Asian, European, and other music of the world. (K,R,S,P)

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (*Type*):**

- 1) I can compare functions that music serves, roles of musicians, and conditions under which music is typically performed, among several world cultures. (*R*)

# BEGINNING WOMEN'S CHOIR

## Grades 9, 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** None

### **Course Overview:**

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

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

- 1) I can demonstrate basic understanding of vocal technique, including appropriate posture, mouth position, breath management, register control, range development, octave identification, and accuracy of pitch and rhythm, and accommodating the vocal change. (S,P)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

- 1) I can sing, in an expressive and musical manner, age-appropriate literature from unison to four parts. (S,P)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

#### **Learning Targets (Type):**

- 1) I can play accompaniments to choral selections. (S,P)

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

1) I can improvise style-appropriate vocal literature, including melodic and harmonic structure, and accompaniments. *(R,S,P)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

1) I can begin to compose and arrange music, employing musical notation gained through skills/theory program. *(K,R,S,P)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

1) I can perform with a steady beat, employing simple and compound meter signatures, and mixed meter. *(S,P)*

- 2) I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. *(K,R,S,P)*
- 3) I can recognize, learn and sing solfeggio with attention drawn to accurate intonation. *(K,R,S,P)*
- 4) I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, and style. *(K,S)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can identify, read, and perform basic rhythmic figures, including notes and corresponding rests from sixteenth through whole notes, the use of dotted figures and ties, and the concepts of subdivision, augmentation, diminution, and syncopation. *(K,R,S,P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can aurally identify and demonstrate stylistic characteristics, employing an expanding knowledge of the technical vocabulary of music. *(K,R,S,P)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

- 1) I can demonstrate the ability to identify criteria that constitute a musical and stylistically appropriate performance. *(K)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

- 1) I can, through participation in choral performance and the evaluation thereof, develop self-discipline and demonstrate responsibility and respect for others. *(R,S,P)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can compare characteristics of two or more arts within a particular historical period or style. *(K,R)*

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can participate in projects outside the arts that identify and interrelate music as a strand of the total concept of life, including career options in the arts. *(K,R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) Through choral literature and performance in a variety of languages, I can distinguish characteristics of representative music genres and styles such as Native American, Latin American, African, Asian, European, and other music of the world. *(K,R,S,P)*

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (Type):**

- 1) I can compare functions that music serves, roles of musicians, and conditions under which music is typically performed, among several world cultures. *(R)*

# ADVANCED WOMEN'S CHOIR

## Grades 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** Audition and Consent of Instructor  
Beginning Women's Choir Recommended

### **Course Overview:**

Advanced Women's Choir expands upon fundamentals of vocal production, including an understanding of the student's own voice, basic music literacy, and choral performance. Methodology is employed through group rehearsal. Assessments used are individual voice testing, written tests, live performance participation, and post-performance evaluations.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

- 1) I can demonstrate increased understanding of vocal technique, including appropriate posture, mouth position, breath management, register control, range development, octave identification, and accuracy of pitch and rhythm. (S,P)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

- 1) I can sing, in an expressive and musical manner, age-appropriate literature from unison to four parts. (S,P)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

#### **Learning Targets (Type):**

- 1) I can play accompaniments to choral selections. (P,S)

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

1) I can improvise style-appropriate vocal literature, including melodic and harmonic structure, and accompaniments. *(R,P,S)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

1) I can begin to compose and arrange music employing musical notation gained through skills/theory program. *(K,R,P,S)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

1) I can perform with a steady beat, employing simple and compound meter signatures, and mixed meter. *(S,P)*



- 2) I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. *(K,R,S,P)*
- 3) I can recognize, learn and sing solfeggio with attention drawn to accurate intonation. *(K,R,S,P)*
- 4) I can identify and demonstrate use of musical terminology in the areas of tempo, dynamic, and style. *(K,S)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can identify, read, and perform basic rhythmic figures, including notes and corresponding rests from sixteenth through whole notes, the use of dotted figures and ties, and the concepts of subdivision, augmentation, diminution, and syncopation. *(K,R,S,P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can aurally identify and demonstrate stylistic characteristics, employing an expanding knowledge of the technical vocabulary of music. *(K,R,S,P)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

- 1) I can demonstrate the ability to identify criteria that constitute a musical and stylistically appropriate performance. *(K)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

- 1) I can, through participation in choral performance and the evaluation thereof, develop self-discipline and demonstrate responsibility and respect for others. *(R,S,P)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can compare characteristics of two or more arts within a particular historical period or style. *(K,R)*

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can participate in projects outside the arts that identify and interrelate music as a strand of the total concepts of life, including career options in the arts. *(K,R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) Through choral literature and performance in a variety of languages, I can distinguish characteristics of representative music genres and styles such as Native American, Latin American, African, Asian, European, and other music of the world. *(K,R,S,P)*

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (Type):**

- 1) I can compare functions that music serves, roles of musicians, and conditions under which music is typically performed, among a variety of world cultures. *(R)*

# INTERMEDIATE MIXED CHOIR

## Grades 9, 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** Audition and Consent of Instructor.  
Beginning Women's/Men's Choir Recommended

### **Course Overview:**

Intermediate Mixed Choir expands upon fundamentals of vocal production, including an understanding of the student's own voice, basic music literacy, and choral performance. Methodology is employed through group rehearsal. Assessments used are individual voice testing, written tests, live concert performances, invitational/district festival participation, and post-performance evaluation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

- 1) I can demonstrate basic understanding of vocal technique, including appropriate posture, mouth position, breath management, register control, range development, octave identification, and accuracy of pitch and rhythm, and accommodating the vocal change. (S,P)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

- 1) I can sing, in an expressive and musical manner, age-appropriate literature from unison to four parts. (S,P)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

#### **Learning Targets (Type):**

- 1) I can play accompaniments to choral selections. (S,P)

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

1) I can improvise style-appropriate vocal literature, including melodic and harmonic structure, and accompaniments. *(R,S,P)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

1) I can begin to compose and arrange music, employing musical notation gained through skills/theory program. *(K,R,S,P)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

- 1) I can perform with a steady beat, employing simple and compound meter signatures, and mixed meter. *(S,P)*
- 2) I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. *(K,R,S,P)*
- 3) I can recognize, learn and sing solfeggio with attention drawn to accurate intonation, musical expression, and increased reading proficiency. *(K,R,S,P)*
- 4) I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, and style on an expanded level. *(K,S)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can identify, read and perform rhythmic figures, including notes and corresponding rests from sixteenth through whole notes, the use of dotted figures and ties, and the concepts of subdivision, augmentation, diminution, and syncopation. *(K,R,S,P)*

#### **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can aurally identify and demonstrate stylistic characteristics, employing an expanding knowledge of the technical vocabulary of music. *(K,R,S,P)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

#### **NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

- 1) I can demonstrate the ability to identify criteria that constitute a musical and stylistically appropriate performance. *(K,R,S)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

- 1) I can, through participation in choral performance and the evaluation thereof, develop self-discipline and demonstrate responsibility and respect for others.  
(K,R,S,P)

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can compare characteristics of two or more arts within a particular historical period or style. (K,R)

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can participate in projects outside the arts that identify and interrelate music as a strand of the total concept of life, including career options in the arts. (K,R)

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) Through choral literature and performance in a variety of languages, I can distinguish characteristics of representative music genres and styles such as Native American, Latin American, African, Asian, European, and other music of the world.  
(K,R,S,P)

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (Type):**

- 1) I can compare functions that music serves, roles of musicians, and conditions under which music is typically performed, among several world cultures. *(R)*

# ADVANCED MIXED CHOIR

## Grades 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** Audition and Consent of Instructor

### **Course Overview:**

Advanced Mixed Choir expands upon fundamentals of vocal production, including an understanding of the student's own voice, basic music literacy, and choral performance. Methodology is employed through group rehearsal. Assessments used are individual voice testing, written tests, live concert performances, invitational/district festival participation, and post-performance evaluation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

- 1) I can demonstrate basic understanding of vocal technique, including appropriate posture, mouth position, breath management, register control, range development, octave identification, and accuracy of pitch and rhythm, and accommodating the vocal change. (S,P)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

- 1) I can sing, in an expressive and musical manner, age-appropriate literature from unison to eight parts. (S,P)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

#### **Learning Targets (Type):**

- 1) I can play accompaniments to choral selections. (S,P)



**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

1) I can improvise style-appropriate vocal literature, including melodic and harmonic structure, and accompaniments. *(R,S,P)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

1) I can begin to compose and arrange music, employing musical notation gained through skills/theory program. *(K,R,S,P)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

- 1) I can employ traditional and non-traditional notation to read and perform rhythmic figures, including notes and corresponding rests from sixteenth through whole notes, the use of dotted figures and ties, and the concepts of subdivision, augmentation, diminution, and syncopation. *(S,P)*
- 2) I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. *(K,R,S,P)*
- 3) I can recognize, learn, and sing solfeggio with attention drawn to accurate intonation, musical expression, and increased reading proficiency. *(K,R,S,P)*
- 4) I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, and style on an expanded level. *(K,S)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. *(K,R,S,P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can aurally identify and demonstrate stylistic characteristics, employing an advanced knowledge of the technical vocabulary of music. *(K,R,S,P)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

- 1) I can aurally identify and demonstrate stylistic characteristics, employing an advanced knowledge of the technical vocabulary of music. *(K,R,S,P)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can compare characteristics of two or more arts within a particular historical period or style. (K,R)

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can participate in projects outside the arts that identify and interrelate music as a strand of the total concept of life, including career options in the arts. (K,R)

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) Through choral literature and performance in a variety of languages, I can distinguish characteristics of representative music genres and styles such as Native American, Latin American, African, Asian, European, and other music of the world. (K,R,S,P)

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (*Type*):**

- 1) I can compare functions that music serves, roles of musicians, and conditions under which music is typically performed, among several world cultures. (*R*)

# ADVANCED CHAMBER ENSEMBLE

## Grades 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** Audition and Consent of Instructor

### **Course Overview:**

Advanced Chamber Ensemble expands upon fundamentals of vocal production, including an understanding of the student's own voice, basic music literacy, and choral performance, emphasizing vocal chamber literature. Methodology is employed through group rehearsal. Assessments used are individual voice testing, written tests, live concert performances, invitational/district festival participation, and post-performance evaluation. Increased performance opportunities are required.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

- 1) I can demonstrate advanced understanding of vocal technique, including appropriate posture, mouth position, breath management, register control, range development, octave identification, and accuracy of pitch and rhythm. (S,P)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

- 1) I can sing in an expressive and musical manner, age-appropriate literature, from unison to 8 parts. (S,P)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

#### **Learning Targets (Type):**

- 1) I can play accompaniments to choral selections. (S,P)

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

1) I can improvise style-appropriate vocal literature, including melodic and harmonic structure, and accompaniments. *(R,S,P)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

1) I can begin to compose and arrange music employing musical notation gained through skills/theory program. *(K,R,S,P)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

- 1) I can perform with a steady beat, employing simple and compound meter signatures, and mixed meter. *(S,P)*
- 2) I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. *(K,R,S,P)*
- 3) I can recognize, learn and sing solfeggio with attention drawn to accurate intonation, musical expression, and increased reading proficiency. *(K,R,S,P)*
- 4) I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, and style on an expanded level. *(K,S)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can employ traditional and non-traditional notation to read and perform rhythmic figures, including notes and corresponding rests from sixteenth through whole notes, the use of dotted figures and ties, and will apply the concepts of subdivision, augmentation, diminution, and syncopation. *(K,R,S,P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can aurally identify and demonstrate stylistic characteristics, employing an advanced knowledge of the technical vocabulary of music. *(K,R,S,P)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

- 1) I can demonstrate the ability to identify criteria that constitute a musical and stylistically appropriate performance. *(K,R,S)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

- 1) I can compare characteristics of two or more arts within a particular historical period or style. (K,R)

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can participate in projects outside the arts that identify and interrelate music as a strand of the total concept of life, including career options in the arts. (K,R)

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) Through choral literature and performance in a variety of languages, I can distinguish characteristics of representative music genres and styles such as Native American, Latin American, African, Asian, European, and other music of the world. (K,R,S,P)

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.



**Learning Targets (Type):**

- 1) I can compare functions that music serves, roles of musicians, and conditions under which music is typically performed, among several world cultures. *(R)*

# BEGINNING ORCHESTRA

## Grades 9, 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** Previous Instruction in Grade School or Consent of Instructor

### **Course Overview:**

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

### **Units of Study:**

- Instrumental pedagogy
- Style periods
- Presentation
- Musical literacy
- Cultural awareness
- Aesthetic values

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

**NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

- 1) I can sing note names in rhythm while fingering my instrument. (K, R, S, P)
- 2) I can sing a melodic line with solfeggio or note reading systems. (K, R, S, P)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

- 1) I can sing my music in a group with or without piano. (K, R, S, P)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

- 1) I can sing my part independently while in harmony with other musicians. (K, R, S, P)

**NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can create good characteristic tone on my instrument using appropriate bowings. (K,S)
- 2) I can bow properly to use string vibration as a vehicle for sound. (S, P)
- 3) I can perform an expressive musical phrase. (K,R,S,P)
- 4) I can demonstrate the fundamentals of good intonation. (K,R,S,P)
- 5) I can perform with proper playing posture and position for my instrument. (S,P)
- 6) I can correctly assemble, care for, and maintain my instrument. (K, S)
- 7) I can perform with skill-appropriate technique on my instrument. (K,S,P)
- 8) I can perform with skill level-appropriate artistic expression. (K,R,S,P)
- 9) I can recognize and perform scales in relation to a given key signature. (K, R, S, P)
- 10) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. (K,P)

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

- 1) I can identify all note names and enharmonic equivalents. (K,R)
- 2) I can identify and perform rhythms up through sixteenth note subdivision. (K,R,S,P)
- 3) I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature. (K,R)
- 4) I can perform major scales in the key signatures of D, G, A, and C. (K,R,S,P)
- 5) I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight). (K,R,S,P)
- 6) I can perform a variety of articulations including slurred, legato, and staccato. (K,R,S,P)
- 7) I can perform a two octave chromatic scale with correct fingerings. (K,R,S,P)

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

- 1) I can prepare and perform my part independently within the ensemble. (K,R,S,P)
- 2) I can blend my sound with the other members of the ensemble. (K,R,S,P)
- 3) I can perform my part to achieve correct balance within the ensemble. (K,R,S,P)
- 4) I can adjust my pitch to the other members of the ensemble. (K,R,S,P)

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

- 1) I can improvise melodies in a variety of styles and key center. (K,R,S,P)

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

1) I can improvise a rhythmic variation from a given rhythm. *(K,R,S,P)*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

1) I can improvise a melodic variation from a given melody. *(K,R,S,P)*

#### **NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

1) I can compose original rhythmic ideas. *(K,R,S)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

1) I can arrange songs for a variety of instruments. *(K, R,S)*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

1) I can write and arrange music for instruments within my ensemble. *(K,R,S)*

#### **NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

1) I can notate rhythmic ideas using traditional music notation. *(K,R,S)*

2) I can read and identify notes in the clef related to my instrument and understand the use of sharps, flats, and naturals. *(K,S,P)*

3) I will be able to recognize and perform scales in relation to a given key signature. *(K,R,S,P)*

4) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics and style. *(K,P)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

1) I can sight read skill level-appropriate band literature. *(K,R,S,P)*

#### **NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can develop an understanding of music through listening to a variety of recordings, live concerts, and recitals. *(K,R)*
- 2) I can recognize the use of sequence and repeated patterns. *(K,R, S)*
- 3) I can recognize form and repetition in music, including but not limited to 1<sup>st</sup> and 2<sup>nd</sup> endings, da capo and del segno markings, AB, ABA, rondo, theme and variations, and imitation. *(K,R,S)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

- 1) I can define the musical terms found within my music. *(K,R)*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

- 1) I can identify compositional techniques used by composers. *(K,R)*
- 2) I can explain compositional devices used by composers. *(K,R)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

- 1) I can make an informed decision about the quality of a piece of music. *(K,R)*
- 2) I can make an informed decision about the quality of a performance. *(K,R)*
- 3) I can listen to and evaluate a musical composition and make critical decisions regarding musical quality. *(K,R)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

- 1) I can make informed decisions about music or performances through comparisons with professional performances. *(K,R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

- 1) I can draw connections between music and other art forms. *(K,R)*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can compare two different pieces from the same time period. *(K,R)*
- 2) I can distinguish characteristics of representative music genres such as Native American, Latin American, Asian, African, Jazz, European, and World Music. *(K,R)*

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can draw connections between music and other subjects in school and life. *(R)*
- 2) I can synthesize projects that identify and relate music to other arts and disciplines outside the arts. *(K,R,P)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) I can group music by style, period, or culture even if I am unfamiliar with that particular style. *(K,R)*
- 2) I can classify music into separate groups by listening to recordings. *(K,R)*
- 3) I can give reasonable justifications for my genre classifications. *(K,R)*

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

- 1) I can trace different styles of music to their origins. *(K,R)*
- 2) I can identify names of well-known American musicians. *(K,R)*
- 3) I can create timelines of American music genres. *(K,R)*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (Type):**

- 1) I can state the different roles that musicians perform within our culture. *(K,R)*
- 2) I can give examples of how musicians perform their roles.
- 3) I can understand the functions of music, roles of musicians, and conditions under which music is typically performed in a variety of world cultures. *(K,R)*

# INTERMEDIATE ORCHESTRA

## Grades 9, 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** 2 or 3 Years of Prior Playing Experience and Consent of Instructor

### **Course Overview:**

In Intermediate Orchestra, students continue to develop intermediate string instrumental skills, including the ability to tune your own instrument, a knowledge of six basic major scales, basic bowing styles, good intonation, and good tone procedures.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

1) I can sing my orchestra music in class. (S)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

1) I can sing, hum, and kazoo my music in a group with or without the piano. (S)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

1) I can use group playing skills in orchestra class. (S)

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

#### **Learning Targets (Type):**

1) I can perform grade level 4 musically in a way that is pleasing to the audience. (S)

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

#### **Learning Targets (Type):**

1) I can play all of my parts in orchestra well. (S)

**Benchmark 3:** Students perform in small ensembles with one student on a part.

#### **Learning Targets (Type):**

1) I can play chamber music where I am the only person playing my part. (S)

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

1) I can improvise harmonizations for many different styles of music. *(K,S)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

1) I can make-up variations on melodies given to me by the teacher or another student. *(S)*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

1) I can improvise over basic chord progressions. *(S)*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

1) I can write music in many different styles. *(S)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

1) I can arrange songs for many instruments. *(K,S)*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

1) I can write and arrange music for many different acoustic and electronic instruments. *(S)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

1) I can read music and describe musical elements in that music. *(K)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

1) I can sight read medium difficulty music. *(S)*



**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

1) I can describe the techniques composers use to make music more emotional. *(K)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

1) I can give the definitions of all of the terms found in my music. *(K)*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

1) I can identify techniques used by composers to make music more emotional. *(K)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

1) I can make an informed decision about the quality of a piece of music or a performance. *(K)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

1) I can make informed decisions about music or performances through comparisons with professional performances. *(K,R)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

1) I can draw connections between music and other art forms. *(R)*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I can compare two different pieces from the same time period. *(K)*

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and

meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can draw connections between music and other subjects in school and life. *(R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) I can group music by style, period, or culture even if I am unfamiliar with that particular style. *(K)*

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

- 1) I can trace different styles of music back to how they began. *(K)*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (Type):**

- 1) I can state the different roles that musicians perform in our culture and give examples of how they perform these roles. *(K)*

# ADVANCED ORCHESTRA

## Grades 10, 11, 12

**Unit of Credit:** One Year (Elective)

**Prerequisite:** Audition and Consent of Instructor

### **Course Overview:**

In this course, students will learn advanced skills, including twelve basic major and minor scales. They will perform standard advanced orchestra literature.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

1) I can sing my orchestra music regardless of the degree of difficulty. (S)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

1) I can sing, hum, or kazoo my music in an ensemble with and without the piano. (S)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

1) I can perform well with other students in an ensemble. (S)

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

#### **Learning Targets (Type):**

1) I can perform grade level 4 music with a good sound. (S)

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

#### **Learning Targets (Type):**

1) I can play all of my parts in orchestra well. (S)

**Benchmark 3:** Students perform in small ensembles with one student on a part.

#### **Learning Targets (Type):**

1) I can play chamber music. (S)

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

1) I can improvise harmonizations from many different styles of music. *(K,S)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

1) I can make-up variations on melodies given to me by the teacher.

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

1) I can improvise over basic chord progressions. *(S)*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

1) I can write music in many different styles. *(S)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

1) I can arrange songs for many instruments. *(K,S)*

**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

1) I can write and arrange music for many different acoustic and electronic instruments. *(S)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

1) I can read music and describe musical elements in that music. *(K)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

1) I can sight read medium difficulty music. *(S)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

1) I can describe the techniques composers use to make music more emotional. *(R)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

1) I can give the definitions of all of the words found in my music. *(K)*

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

1) I can identify compositional techniques used by composers. *(K)*

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

1) I can make an informed decision about the quality of a piece of music. *(K)*

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

1) I can make an informed decision about music or a performance through comparisons to professional performances. *(K)*

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

1) I can draw connections between music and other art forms. *(K,R)*

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

1) I can compare two different pieces from the same time period. *(K)*

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind,

percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can draw connections between music and other subjects in school and life. *(K,R)*

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) I can group music by style, period, or culture, even if I am unfamiliar with that particular style. *(K)*

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

- 1) I can trace different styles of music back to how they began. *(K)*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (Type):**

- 1) I can state the different roles that musicians perform in our culture and give examples of how they perform these roles. *(K)*

# MUSIC TECHNOLOGY

## Grades 11, 12

**Unit of Credit:** One Semester or One Year (Elective)

**Prerequisite:** Two years of music training or consent of the instructor

### **Course Overview:**

Students will compose, arrange and develop music theory skills through the use of computer based music technology. The class will enable students to study the elements of music for their own edification or as preparation for those students who will be college-bound music majors. Students will be assessed through oral and written assignments and exams, reports and participation.

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

#### **Learning Targets (Type):**

- 1) I can sing a simple melodic line. (S)
- 2) I can sing the melody I've created. (S)

**Benchmark 2:** Students sing music written in four parts, with and without accompaniment.

#### **Learning Targets (Type):**

- 1) I can sing familiar themes and melodies. (S)

**Benchmark 3:** Students demonstrate well-developed ensemble skills.

#### **Learning Targets (Type):**

*NOT ADDRESSED IN THIS COURSE.*

### **NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.**

**Benchmark 1:** Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

#### **Learning Targets (Type):**

- 1) I can perform a piece of my own creation on the computer. (K,S,P)
- 2) I can create a duet with another student and perform it for the class. (K,S,P)

**Benchmark 2:** Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

**Learning Targets (Type):**

- 1) I can identify intervals. *(K)*
- 2) I can identify major and minor keys. *(K)*
- 3) I can identify common musical forms. *(K)*

**Benchmark 3:** Students perform in small ensembles with one student on a part.

**Learning Targets (Type):**

- 1) I can use traditional music notation in my compositions. *(K, S)*
- 2) I can identify the names of musical terms. *(K)*
- 3) I can identify and use the appropriate music terms and styles. *(K, S, P)*

**NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.**

**Benchmark 1:** Students improvise stylistically appropriate harmonizing parts.

**Learning Targets (Type):**

- 1) I can improvise a simple major, minor or modal melody. *(K,S,P)*
- 2) I can improvise using an ostinati accompaniment. *(K,S,P)*
- 3) I can improvise using a basic question and answer phrase. *(K,S,P)*

**Benchmark 2:** Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

**Learning Targets (Type):**

- 1) I can improvise rhythmic and melodic variations on a given pentatonic melody.  
*(K,S,P)*

**Benchmark 3:** Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**Learning Targets (Type):**

- 1) I can improvise an original melody in a variety of styles. *(K,S,P)*
- 2) I can improvise a melody and maintain a consistent style, meter and tonality. *(K,S,P)*
- 3) I can improvise a melody over a series of chord progressions. *(K,S,P)*

**NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.**

**Benchmark 1:** Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

**Learning Targets (Type):**

- 1) I can compose music in several distinct styles. *(K,S,P)*
- 2) I can identify the elements of music needed to produce an expressive effect. *(K)*

**Benchmark 2:** Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

**Learning Targets (Type):**

- 1) I can arrange pieces of music for voices and instruments other than those written.  
*(K,S,P)*
- 2) I can preserve or enhance the original expressive effect of my arranged music.  
*(K,S,P)*



**Benchmark 3:** Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

**Learning Targets (Type):**

- 1) I can compose and arrange music for various instruments. *(K,S,P)*
- 2) I can identify the appropriate ranges of the instruments I use in my music. *(K)*
- 3) I can produce music that uses instruments ranges appropriately. *(K,S,P)*

**NATIONAL STANDARD 5: Students read and notate music.**

**Benchmark 1:** Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

**Learning Targets (Type):**

- 1) I can identify and perform in various meters. *(K,S,P)*
- 2) I can select the appropriate staff and clef for my music. *(K)*
- 3) I know the function of sharps, flats and natural signs. *(K)*
- 4) I can understand and utilize terms for tempo, dynamics and style in English or Italian. *(K,S,P)*

**Benchmark 2:** Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

**Learning Targets (Type):**

- 1) I can identify basic notation. *(K)*
- 2) I can produce music manuscript correctly using notation. *(K,P)*
- 3) I can place the correct number of beats and note values into a measure. *(K, P)*
- 4) I understand the concept of augmentation and diminution and can reproduce those concepts in music I've written. *(K,S,P)*

**NATIONAL STANDARD 6: Students listen to, analyze, and describe music.**

**Benchmark 1:** Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

**Learning Targets (Type):**

- 1) I can analyze the theory and form of the Renaissance Period. *(K)*
- 2) I can analyze the theory and form of the Baroque Period. *(K)*
- 3) I can analyze the theory and form of the Classical Period. *(K)*
- 4) I can analyze the theory and form of the Romantic Period. *(K)*
- 5) I can analyze the theory and form of the 20<sup>th</sup> Century Period. *(K)*
- 6) I can analyze the theory and form of the Modern Period. *(K)*

**Benchmark 2:** Students demonstrate extensive knowledge of the technical vocabulary of music.

**Learning Targets (Type):**

- 1) I can identify monophonic, homophonic and polyphonic musical textures.

**Benchmark 3:** Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

**Learning Targets (Type):**

- 1) I can identify and define the afore named terms. (K,S)

**NATIONAL STANDARD 7: Students evaluate music and music performances.**

**Benchmark 1:** Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

**Learning Targets (Type):**

- 1) I can name the criteria I use to evaluate musical performance and compositions. (K,S,)

- 2) I can apply those criteria to effectively evaluate music that I hear. (S,R)

**Benchmark 2:** Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

**Learning Targets (Type):**

- 1) I can identify various musical forms by ear. (S,R)

- 2) I can identify and analyze qualities of music by listening. (K,S,R)

- 3) I can use a rubric I've developed to analyze music performance. (K,S,R)

- 4) I can use a rubric I've developed to analyze a composition. (K,S,R)

**NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.**

**Benchmark 1:** Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

**Learning Targets (Type):**

- 1) I can identify the elements of design in music and art. (K,S,R)

- 2) I can discuss the artistic process that goes into producing art. (K,S,R)

- 3) I can discuss the organizational principles used in art by citing examples. (K,S,R)

**Benchmark 2:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

**Learning Targets (Type):**

- 1) I can identify the principles of style from various cultures including Montana American Indian cultures. (K,R)

**Benchmark 3:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

**Learning Targets (Type):**

- 1) I can explain how disciplines outside the arts are interrelated with those of music. (K,R)

- 2) I can describe the elements of music in terms related to other studies. (K,R)

**NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.**

**Benchmark 1:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

**Learning Targets (Type):**

- 1) I can demonstrate awareness of various musical styles. *(K)*
- 2) I can identify various genres of music. *(K)*
- 3) I can explain the reasoning behind my selections. *(K,R)*

**Benchmark 2:** Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

**Learning Targets (Type):**

- 1) I can identify sources of various American music genres. *(K,R)*
- 2) I can trace the evolution of those genres. *(K)*
- 3) I can cite well-known musicians associated with American music genres. *(K)*

**Benchmark 3:** Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

**Learning Targets (Type):**

- 1) I can identify various roles that musicians perform. *(K)*
- 2) I can cite individuals who have functioned in those roles. *(K)*
- 3) I can describe the activities and achievements of those individuals. *(K,S)*

# ▶ APPENDICES ◀

APPENDIX I  
APPENDIX II

MCPS Comprehension Strategies  
Adopted Music Materials, K-12

## APPENDIX I

# Comprehension Strategies

*Proficient readers use these strategies before, during and after reading:*



### Activate Background Knowledge

- What do you already know about this topic?
- What connections(schema) can you make to your life, the world or other things you have read?



### Ask Questions

- What do you want to know about this topic?
- What questions come up as you read?



### Infer

- What background knowledge and explicit information from the text are you using to make meaning?
- What questions come up as you read?



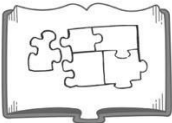
### Determine Importance

- What words, sentences, ideas, and themes are especially important?
- What is the big picture, the main idea?



### Make Mental Images

- What images come to mind as you read?



### Synthesize

- What inferences and key concepts are you putting together to deepen your understanding?



### Monitor Comprehension

- Where does your comprehension break down?
- What causes the difficulty?
- How can you fix it?

- ✓ Reread   ✓ Read ahead   ✓ Use Context Clues
- ✓ Restate   ✓ Research   ✓ Check Pictures & Graphics
- ✓ Use Decoding Strategies (Sound it out)



## **APPENDIX II**

### **ADOPTED MUSIC MATERIALS**

<b>Course</b>	<b>Title</b>	<b>Publisher</b>	<b>Copyright</b>	<b>ISBN #</b>
General Music Kindergarten	Gameplan-Kindergarten	Kid Sounds	2010	
General Music Gr. 1	Spotlight on Music Gr. 1	Macmillan/McGraw-Hill	2005	0022956743
General Music Gr. 1	Game Plan Gr. 1	Kid Sounds	2005	0976765004
General Music Gr. 2	Spotlight on Music Gr. 2	Macmillan/McGraw-Hill	2005	0022956751
General Music Gr. 2	Game Plan Gr. 2	Kid Sounds		
General Music Gr. 3	Spotlight on Music Gr. 3	Macmillan/McGraw-Hill	2005	002295676X
General Music Gr. 4	Spotlight on Music Gr. 4	Macmillan/McGraw-Hill	2005	0022956778
General Music Gr. 5	Spotlight on Music Gr. 5	Macmillan/McGraw-Hill	2005	0022956786
General Music Gr. 6	Spotlight on Music Gr. 6	Macmillan/McGraw-Hill	2005	0022956794
General Music Gr. 7	Spotlight on Music Gr. 7	Macmillan/McGraw-Hill	2005	0022956773
General Music Gr. 8	Spotlight on Music Gr. 8	Macmillan/McGraw-Hill	2005	0022956781
High School	Music Reading & Theory Skills – 4 levels	Innovative Learning Designs		
K-12	Sibelius-Instruments Music Learning Software	J.W. Pepper		5977815

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