

## HINSDALE MUSIC CURRICULUM

GRADE LEVEL/COURSE: **Middle Music**

STANDARD: **1. Sing, alone and with others, a varied repertoire of music.**

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles;</p>	<p><b>Grade 6-8:</b>            General Music:            - Singing activities including large/small groups, recording and/or harmonic instrument accompaniment, A Cappella, karaoke            - Discussion/lesson materials demonstrating/practicing proper breath control, tone production and projection            - Discussion/lesson materials demonstrating/practicing singing range including falsetto            - Student led songs of interest            - Student performance projects            - Student song writing            - Music from a variety of vocal literature, styles, genres, and culture  <b>Suggested Class or extracurricular:</b>            - <b>Chorus</b>            - <b>A Cappella Chorus</b>            - <b>Jazz Chorus</b>            - <b>Musical production</b></p>	<ul style="list-style-type: none"> <li>- Vocal literature ranging from classical, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Chorales and A Cappella literature</li> <li>- Theory/Sight singing literature</li> <li>- Theta Musical Trainer online</li> <li>- Recordings of practice materials</li> <li>- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband)</li> <li>- Finale software</li> <li>- Tracktion/other recording software</li> </ul>	<ul style="list-style-type: none"> <li>- Self-evaluation related to individualized goals</li> <li>- Practice journal addressing individualized goals</li> <li>- Public and/or classroom performance and reflection essay</li> <li>- Self-critique analyzing audio recording(s) regarding individualized performance goals</li> <li>- Teacher evaluated performance regarding performance goals.</li> <li>- Formal and informal observation with instructor evaluation</li> <li>- Implementation of school wide rubrics</li> </ul>

<p>b. sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1 to 6, including some songs from memory;</p>	<p><b>Grade 6-8:</b>  General Music:  - Singing activities including large/small groups, recording and/or harmonic instrument accompaniment, A Cappella, karaoke  - Discussion/lesson materials demonstrating/practicing proper breath control, tone production and projection  - Discussion/lesson materials demonstrating/practicing singing range including falsetto  - Student led songs of interest  - Student performance projects  - Student song writing  - Music from a variety of vocal literature, styles, genres, and culture  <b>Suggested Class or extracurricular:</b>  - Chorus  - A Cappella Chorus  - Jazz Chorus  - Musical production</p>	<ul style="list-style-type: none"> <li>- Vocal literature ranging from classical, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Chorales and A Cappella literature</li> <li>- Theory/Sight singing literature</li> <li>- Theta Musical Trainer online</li> <li>- Recordings of practice materials</li> <li>- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband)</li> <li>- Finale software</li> <li>- Traktion/other recording software</li> </ul>	<ul style="list-style-type: none"> <li>- Self-evaluation related to individualized goals</li> <li>- Practice journal addressing individualized goals</li> <li>- Public and/or classroom performance and reflection essay</li> <li>- Self-critique analyzing audio recording(s) regarding individualized performance goals</li> <li>- Teacher evaluated performance regarding performance goals.</li> <li>- Formal and informal observation with instructor evaluation</li> <li>- Implementation of school wide rubrics</li> </ul>
<p>c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed;</p>	<p><b>Grade 6-8:</b>  General Music:  - Singing activities including large/small groups, recording and/or harmonic instrument accompaniment, A Cappella, karaoke</p>	<ul style="list-style-type: none"> <li>- Vocal literature ranging from classical, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Chorales and A Cappella literature</li> <li>- Theory/Sight singing literature</li> </ul>	<ul style="list-style-type: none"> <li>- Self-evaluation related to individualized goals</li> <li>- Practice journal addressing individualized goals</li> <li>- Public and/or classroom performance and</li> </ul>

	<ul style="list-style-type: none"> <li>- Discussion/lesson materials demonstrating/practicing proper breath control, tone production and projection</li> <li>- Discussion/lesson materials demonstrating/practicing singing range including falsetto</li> <li>- Student led songs of interest</li> <li>- Student performance projects</li> <li>- Student song writing</li> <li>- Music from a variety of vocal literature, styles, genres, and culture</li> </ul> <p><b>Suggested Class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- Chorus</li> <li>- A Cappella Chorus</li> <li>- Jazz Chorus</li> <li>- Musical production</li> </ul>	<ul style="list-style-type: none"> <li>- Theta Musical Trainer online</li> <li>- Recordings of practice materials</li> <li>- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband)</li> <li>- Finale software</li> <li>- Tracktion/other recording software</li> </ul>	<ul style="list-style-type: none"> <li>reflection essay</li> <li>- Self-critique analyzing audio recording(s) regarding individualized performance goals</li> <li>- Teacher evaluated performance regarding performance goals.</li> <li>- Formal and informal observation with instructor evaluation</li> <li>- Implementation of school wide rubrics</li> </ul>
d. sing music written in two and three parts.	<p><b>Grade 6-8:</b></p> <p><b>Suggested Class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- Chorus</li> <li>- A Cappella Chorus</li> <li>- Jazz Chorus</li> <li>- Musical production</li> </ul>		

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

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
a. perform on at least one	<b>Grade 6-8:</b>	- Classroom instruments such	- Practice journal

<p>instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, and good breath, bow, or stick control;</p>	<p>General Music:  - Focus on classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards  - Instrument creation</p> <p><b>Suggested class or extracurricular:</b>  - <b>Concert Band</b>  - <b>Jazz Band</b>  - <b>Independent study</b></p>	<p>as drums/percussion, guitar/ukulele/bass, and keyboards  - Beginner guitar tab/theory books  - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music  - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband)  - Finale software  - Tracktion recording software  - Theta Musical Trainer online  - Theory/Sight singing literature</p>	<p>addressing individualized goals  - Public and/or classroom performance and reflection essay  - Self-critique analyzing audio recording(s) regarding individualized performance goals  - Teacher evaluated performance regarding performance goals.  - Formal and informal observation with instructor evaluation</p>
<p>b. perform, with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a repertoire of instrumental literature with a difficulty level of 2 on a scale of 1 to 6;</p>	<p><b>Grade 6-8:</b>  General Music:  - Focus on classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards  - Instrument creation</p> <p><b>Suggested class or extracurricular:</b>  - <b>Concert Band</b>  - <b>Jazz Band</b></p>	<p>- Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards  - Beginner guitar tab/theory books  - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music  - Computer/handheld device recording software (iOS</p>	<p>- Practice journal addressing individualized goals  - Public and/or classroom performance and reflection essay  - Self-critique analyzing audio recording(s) regarding individualized performance goals  - Teacher evaluated performance regarding performance goals.</p>

	- <b>Independent study</b>	devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature	- Formal and informal observation with instructor evaluation
c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed;	<b>Grade 6-8:</b> General Music: - Focus on classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards - Instrument creation  <b>Suggested class or extracurricular:</b> - <b>Concert Band</b> - <b>Jazz Band</b> - <b>Independent study</b>	- Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards - Beginner guitar tab/theory books - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature	- Practice journal addressing individualized goals - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation
d. play by ear simple melodies on a melodic instrument?(and simple accompaniments on a harmonic instrument.)?	<b>Grade 6-8:</b> General Music: - Focus on classroom instruments such as	- Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards	- Practice journal addressing individualized goals - Public and/or classroom

	drums/percussion, guitar/ukulele/bass, and keyboards - Instrument creation  <b>Suggested class or  extracurricular:</b> - <b>Concert Band</b> - <b>Jazz Band</b> - <b>Independent study</b>	- Beginner guitar tab/theory books - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature	performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation
e. perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.	<b>Grade 6-8:</b>  <b>Suggested class or  extracurricular:</b> - <b>Concert Band</b> - <b>Jazz Band</b> - <b>Independent study</b>		

**STANDARD: 3. Improvise melodies, variations, and accompaniments**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
a. improvise simple harmonic accompaniments;	<b>Grade 6-8:</b> General Music:  - Focus on classroom instruments such as	- Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards - Beginner guitar tab/theory books	- Practice journal addressing individualized goals - Public and/or classroom performance and

	<p>guitar/ukulele/bass, and keyboards</p> <ul style="list-style-type: none"> <li>- Focus on harmony/chord building</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> </ul>	<ul style="list-style-type: none"> <li>- Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband)</li> <li>- Finale software</li> <li>- Tracktion recording software</li> <li>- Theta Musical Trainer online</li> <li>- Theory/Sight singing literature</li> </ul>	<p>reflection essay</p> <ul style="list-style-type: none"> <li>- Self-critique analyzing audio recording(s) regarding individualized performance goals</li> <li>- Teacher evaluated performance regarding performance goals.</li> <li>- Formal and informal observation with instructor evaluation</li> </ul>
<p>b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys;</p>	<p><b>Grade 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Focus on classroom instruments such as guitar/ukulele/bass, and keyboards</li> <li>- Focus on pentatonic scales to create melodies and improvise</li> <li>- Discuss/lesson on the Blues</li> <li>- Discussion/lesson on major/minor and related keys</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> </ul>	<ul style="list-style-type: none"> <li>- Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards</li> <li>- Beginner guitar tab/theory books</li> <li>- Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband)</li> <li>- Finale software</li> <li>- Tracktion recording software</li> <li>- Theta Musical Trainer online</li> <li>- Theory/Sight singing literature</li> </ul>	<ul style="list-style-type: none"> <li>- Practice journal addressing individualized goals</li> <li>- Public and/or classroom performance and reflection essay</li> <li>- Self-critique analyzing audio recording(s) regarding individualized performance goals</li> <li>- Teacher evaluated performance regarding performance goals.</li> <li>- Formal and informal observation with instructor evaluation</li> </ul>
<p>c. improvise short melodies,</p>	<p><b>Grade 6-8:</b></p>	<ul style="list-style-type: none"> <li>- Classroom instruments such as</li> </ul>	<ul style="list-style-type: none"> <li>- Practice journal</li> </ul>

<p>unaccompanied and with given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p>	<p>General Music:</p> <ul style="list-style-type: none"> <li>- Focus on classroom instruments such as guitar/ukulele/bass, and keyboards</li> <li>- Focus on working as a rhythm section</li> <li>- Discuss/lesson on the Blues</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> </ul>	<p>drums/percussion, guitar/ukulele/bass, and keyboards</p> <ul style="list-style-type: none"> <li>- Beginner guitar tab/theory books</li> <li>- Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband)</li> <li>- Finale software</li> <li>- Tracktion recording software</li> <li>- Theta Musical Trainer online</li> <li>- Theory/Sight singing literature</li> </ul>	<p>addressing individualized goals</p> <ul style="list-style-type: none"> <li>- Public and/or classroom performance and reflection essay</li> <li>- Self-critique analyzing audio recording(s) regarding individualized performance goals</li> <li>- Teacher evaluated performance regarding performance goals.</li> <li>- Formal and informal observation with instructor evaluation</li> </ul>
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**STANDARD: 4. Compose and arrange music within specified guidelines**

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance;</p>	<p><b>Grade 6-8:</b></p> <p>General Music:</p> <ul style="list-style-type: none"> <li>- Using technology to create music</li> <li>- Discussion/lesson on using standard and non-traditional styles of notation</li> <li>- Discussion/lesson exploring the different methods and approaches to composition</li> <li>- Focus on classroom instruments such as</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards</li> <li>- Beginner guitar tab/theory books</li> <li>- Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with</li> </ul>	<ul style="list-style-type: none"> <li>- Practice journal addressing individualized goals</li> <li>- Public and/or classroom performance and reflection essay</li> <li>- Self-critique analyzing audio recording(s) regarding individualized performance goals</li> <li>- Teacher evaluated</li> </ul>



	<p>guitar/ukulele/bass, and keyboards</p> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> </ul>	<p>Garageband)</p> <ul style="list-style-type: none"> <li>- Finale software</li> <li>- Tracktion recording software</li> <li>- Theta Musical Trainer online</li> <li>- Theory/Sight singing literature</li> </ul>	<p>performance regarding performance goals.</p> <ul style="list-style-type: none"> <li>- Formal and informal observation with instructor evaluation</li> </ul>
<p>c. use traditional and nontraditional sound sources and electronic media when composing and arranging.</p>	<p><b>Grade 6-8:</b></p> <p>General Music:</p> <ul style="list-style-type: none"> <li>- Using technology to create music</li> <li>- Discussion/lesson on using standard and non-traditional styles of notation</li> <li>- Discussion/lesson exploring the different methods and approaches to composition</li> <li>- Focus on classroom instruments such as guitar/ukulele/bass, and keyboards</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> </ul>	<ul style="list-style-type: none"> <li>- Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards</li> <li>- Beginner guitar tab/theory books</li> <li>- Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband)</li> <li>- Finale software</li> <li>- Tracktion recording software</li> <li>- Theta Musical Trainer online</li> <li>- Theory/Sight singing literature</li> </ul>	<ul style="list-style-type: none"> <li>- Practice journal addressing individualized goals</li> <li>- Public and/or classroom performance and reflection essay</li> <li>- Self-critique analyzing audio recording(s) regarding individualized performance goals</li> <li>- Teacher evaluated performance regarding performance goals.</li> <li>- Formal and informal observation with instructor evaluation</li> </ul>

STANDARD: 5. Read and notate music

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>a. 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;</p>	<p><b>Grade 6-8:</b>  <b>General Music:</b>            - Focus on classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards            - Practice with available software such as Theta Musical Trainer</p> <p><b>Suggested class or extracurricular:</b>            - <b>Concert Band</b>            - <b>Jazz Band</b>            - <b>Independent study</b></p>	<ul style="list-style-type: none"> <li>- Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards</li> <li>- Beginner guitar tab/theory books</li> <li>- Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband)</li> <li>- Finale software</li> <li>- Tracktion recording software</li> <li>- Theta Musical Trainer online</li> <li>- Theory/Sight singing literature</li> </ul>	<ul style="list-style-type: none"> <li>- Practice journal addressing individualized goals</li> <li>- Public and/or classroom performance and reflection essay</li> <li>- Self-critique analyzing audio recording(s) regarding individualized performance goals</li> <li>- Teacher evaluated performance regarding performance goals.</li> <li>- Formal and informal observation with instructor evaluation</li> </ul>
<p>c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression;</p>	<p><b>Suggested class or extracurricular:</b>            - <b>Concert Band</b>            - <b>Jazz Band</b>            - <b>Independent study</b></p>		
<p>d. use standard notation to record their musical ideas and the musical ideas of others;</p>	<p><b>Suggested class or extracurricular:</b>            - <b>Concert Band</b>            - <b>Jazz Band</b>            - <b>Independent study</b></p>		
<p>e. sight-read accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6.</p>	<p><b>Suggested class or extracurricular:</b>            - <b>Concert Band</b>            - <b>Jazz Band</b></p>		

	- Independent study		
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STANDARD: 6. Listen to, analyze, and describe music

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. describe specific music events in a given aural example, using appropriate terminology;	<p><b>Grade 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Focus on classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards</li> <li>- Practice with available software such as Theta Musical Trainer</li> <li>- Discussion/lesson on music terminology, descriptors and commonly used Italian terms</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> </ul>	<ul style="list-style-type: none"> <li>- Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards</li> <li>- Beginner guitar tab/theory books</li> <li>- Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband)</li> <li>- Finale software</li> <li>- Tracktion recording software</li> <li>- Theta Musical Trainer online</li> <li>- Theory/Sight singing literature</li> </ul>	<ul style="list-style-type: none"> <li>- Practice journal addressing individualized goals</li> <li>- Public and/or classroom performance and reflection essay</li> <li>- Self-critique analyzing audio recording(s) regarding individualized performance goals</li> <li>- Teacher evaluated performance regarding performance goals.</li> <li>- Formal and informal observation with instructor evaluation</li> </ul>
b. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals,	<p><b>Grade 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Focus on classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom instruments such as drums/percussion, guitar/ukulele/bass, and</li> </ul>	<ul style="list-style-type: none"> <li>- Practice journal addressing individualized goals</li> </ul>

<p>chords, and harmonic progressions in their analyses of music.</p>	<p>instruments such as drums/percussion, guitar/ukulele/bass, and keyboards</p> <ul style="list-style-type: none"> <li>- Practice with available software such as Theta Musical Trainer</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> </ul>	<p>keyboards</p> <ul style="list-style-type: none"> <li>- Beginner guitar tab/theory books</li> <li>- Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband)</li> <li>- Finale software</li> <li>- Tracktion recording software</li> <li>- Theta Musical Trainer online</li> <li>- Theory/Sight singing literature</li> </ul>	<ul style="list-style-type: none"> <li>- Public and/or classroom performance and reflection essay</li> <li>- Self-critique analyzing audio recording(s) regarding individualized performance goals</li> <li>- Teacher evaluated performance regarding performance goals.</li> <li>- Formal and informal observation with instructor evaluation</li> </ul>
<p>c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.</p>	<p><b>Grade 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Focus on classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards</li> <li>- Practice with available software such as Theta Musical Trainer</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> </ul>	<ul style="list-style-type: none"> <li>- Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards</li> <li>- Beginner guitar tab/theory books</li> <li>- Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband)</li> </ul>	<ul style="list-style-type: none"> <li>- Practice journal addressing individualized goals</li> <li>- Public and/or classroom performance and reflection essay</li> <li>- Self-critique analyzing audio recording(s) regarding individualized performance goals</li> <li>- Teacher evaluated performance regarding performance goals.</li> <li>- Formal and informal observation with instructor evaluation</li> </ul>

		<ul style="list-style-type: none"> <li>- Finale software</li> <li>- Tracktion recording software</li> <li>- Theta Musical Trainer online</li> <li>- Theory/Sight singing literature</li> </ul>	
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**STANDARD: 7. Evaluate music and music performances**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
<p>a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing;</p>	<p><b>Grades 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Read and discuss published critical works of selected performance piece</li> <li>- Listen to a variety of recordings/performances of the same piece performed by different ensembles</li> <li>- Prepare examples for student listening that outline a specific area for critique including similar styles, different arrangements of the same piece, different performances and/or performers interpretations of a piece</li> <li>- Encourage individualized student focus regarding how a professional performance can inspire a student's performance/techniques/style/</li> </ul>	<ul style="list-style-type: none"> <li>- Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Music documentaries films</li> <li>- Concert films</li> <li>- Musicals</li> <li>- Internet streaming services such as YouTube and Spotify</li> <li>- Music dictionary</li> <li>- Theory texts</li> <li>- Published examples of musical critique and analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Writing assignment including reflection/analysis essay with a focus on examples of musical comparison</li> <li>- Research papers/project</li> <li>- Listening test/quiz with a written analytical response</li> <li>- Implementation of school wide rubrics</li> </ul>

	<p>etc</p> <ul style="list-style-type: none"> <li>- Guided class discussions after listening to prepared examples</li> <li>- Outline important musical/performance concepts to be drawn from an exposure to a wide variety of musical genres and styles from around the world</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> <li>- <b>Chorus</b></li> <li>- <b>A Cappella Chorus</b></li> <li>- <b>Jazz Chorus</b></li> <li>- <b>Musical production</b></li> </ul>		
<p>b. 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.</p>	<p><b>Grades 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Read and discuss published critical works of selected performance piece</li> <li>- Listen to a variety of recordings/performances of the same piece performed by different ensembles</li> <li>- Prepare examples for student listening that outline a specific area for critique including similar styles,</li> </ul>	<ul style="list-style-type: none"> <li>- Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Music documentaries films</li> <li>- Concert films</li> <li>- Musicals</li> <li>- Internet streaming services such as YouTube and Spotify</li> <li>- Music dictionary</li> <li>- Theory texts</li> <li>- Published examples of</li> </ul>	<ul style="list-style-type: none"> <li>- Writing assignment including reflection/analysis essay with a focus on examples of musical comparison</li> <li>- Research papers/project</li> <li>- Listening test/quiz with a written analytical response</li> <li>- Implementation of school wide rubrics</li> </ul>

	<p>different arrangements of the same piece, different performances and/or performers interpretations of a piece</p> <ul style="list-style-type: none"> <li>- Encourage individualized student focus regarding how a professional performance can inspire a student's performance/techniques/style/ etc</li> <li>- Guided class discussions after listening to prepared examples</li> <li>- Outline important musical/performance concepts to be drawn from an exposure to a wide variety of musical genres and styles from around the world</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> <li>- <b>Chorus</b></li> <li>- <b>A Cappella Chorus</b></li> <li>- <b>Jazz Chorus</b></li> <li>- <b>Musical production</b></li> </ul>	<p>musical critique and analysis</p>	
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**STANDARD: 8. Understand relationships among music, the other arts, and disciplines outside the arts.**

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>a. compare in two or more arts how the characteristics features of each art discipline can be used to transform similar events, scenes, emotions or ideas into works of art;</p>	<p><b>Grades 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Prepared examples of musical concepts that exist outside of music</li> <li>- Discussion of themes/techniques/patterns that are repeated throughout the arts and sciences</li> <li>- Discussion of analogous, metaphorical, and concrete connections in rhythm, melody, harmony and sound relating to other arts and sciences</li> <li>- Collaboration with disciplines outside of music to enhance understanding of themes/connections</li> <li>- Attend/observe and reflect on an example of cross collaboration in the arts and other disciplines including performance, installation, presentation, demonstrations, exhibits, experiments, films, productions</li> </ul> <p><b>Suggested class or extracurricular:</b></p>	<ul style="list-style-type: none"> <li>- Period documentaries drawing comparisons in the arts</li> <li>- Examples of representative art forms</li> <li>- Literature demonstrating connections in the arts and other disciplines</li> <li>- Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Music documentaries films</li> <li>- Concert films</li> <li>- Musical productions</li> <li>- Internet streaming services such as YouTube and Spotify</li> <li>- Music dictionary</li> <li>- Theory texts</li> <li>- Published examples of musical critique and analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Writing assignment including reflection/analysis essay with a focus on musical comparisons throughout the arts and disciplines outside the arts</li> <li>- Research papers/project</li> <li>- Formal assessment covering common themes in music, the arts, and disciplines outside the arts</li> <li>- Implementation of school wide rubrics</li> </ul>



	<ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> <li>- <b>Chorus</b></li> <li>- <b>A Cappella Chorus</b></li> <li>- <b>Jazz Chorus</b></li> <li>- <b>Musical production</b></li> </ul>		
<p>b. describe ways in which the principles and subject matter of other discipline are related to those of music.</p>	<p><b>Grades 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Prepared examples of musical concepts that exist outside of music</li> <li>- Discussion of themes/techniques/patterns that are repeated throughout the arts and sciences</li> <li>- Discussion of analogous, metaphorical, and concrete connections in rhythm, melody, harmony and sound relating to other arts and sciences</li> <li>- Collaboration with disciplines outside of music to enhance understanding of themes/connections</li> <li>- Attend/observe and reflect on an example of cross collaboration in the arts and other disciplines including performance, installation,</li> </ul>	<ul style="list-style-type: none"> <li>- Period documentaries drawing comparisons in the arts</li> <li>- Examples of representative art forms</li> <li>- Literature demonstrating connections in the arts and other disciplines</li> <li>- Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Music documentaries films</li> <li>- Concert films</li> <li>- Musical productions</li> <li>- Internet streaming services such as YouTube and Spotify</li> <li>- Music dictionary</li> <li>- Theory texts</li> <li>- Published examples of musical critique and analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Writing assignment including reflection/analysis essay with a focus on musical comparisons throughout the arts and disciplines outside the arts</li> <li>- Research papers/project</li> <li>- Formal assessment covering common themes in music, the arts, and disciplines outside the arts</li> <li>- Implementation of school wide rubrics</li> </ul>

	<p>presentation, demonstrations, exhibits, experiments, films, productions</p> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> <li>- <b>Chorus</b></li> <li>- <b>A Cappella Chorus</b></li> <li>- <b>Jazz Chorus</b></li> <li>- <b>Musical production</b></li> </ul>		
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**STANDARD: 9. Understand music in relation to history and culture**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
<p>a. describe distinguishing characteristics of representative music genres and styles from different cultures;</p>	<p><b>Grades 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Guided listening of prepared examples that cover a wide variety of historical periods and unfamiliar cultures</li> <li>- Chart artistic periods throughout history</li> <li>- Discuss connections in style and genre including similar rhythms, scales, harmony, tempo, meter, feel, orchestration, instrumentation, performance medium, etc</li> <li>- Discuss connections of geographic and historical</li> </ul>	<ul style="list-style-type: none"> <li>- Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Music documentaries films</li> <li>- Concert films</li> <li>- Musical productions</li> <li>- Internet streaming services such as YouTube and Spotify</li> <li>- Music dictionary</li> <li>- Theory texts</li> <li>- Published examples of musical critique and analysis</li> <li>- Historical music publications</li> </ul>	<ul style="list-style-type: none"> <li>- Writing assignment including reflection/analysis - Research papers/project</li> <li>- Formal assessment identifying specific styles, genres, and artists</li> <li>- Implementation of school wide rubrics</li> </ul>

	<p>relevance</p> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> <li>- <b>Chorus</b></li> <li>- <b>A Cappella Chorus</b></li> <li>- <b>Jazz Chorus</b></li> <li>- <b>Musical production</b></li> </ul>		
<p>b. classify by genre, style, historical period, composer, or title bodies of exemplary musical works and explain the characteristics that cause each work to be considered exemplary;</p>	<p><b>Grades 6-8:</b></p> <p>General Music:</p> <ul style="list-style-type: none"> <li>- Guided listening of prepared examples that cover a wide variety of historical periods and unfamiliar cultures</li> <li>- Chart artistic periods throughout history</li> <li>- Discuss connections in style and genre including similar rhythms, scales, harmony, tempo, meter, feel, orchestration, instrumentation, performance medium, etc</li> <li>- Discuss connections of geographic and historical relevance</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> </ul>	<ul style="list-style-type: none"> <li>- Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Music documentaries films</li> <li>- Concert films</li> <li>- Musical productions</li> <li>- Internet streaming services such as YouTube and Spotify</li> <li>- Music dictionary</li> <li>- Theory texts</li> <li>- Published examples of musical critique and analysis</li> <li>- Historical music publications</li> </ul>	<ul style="list-style-type: none"> <li>- Writing assignment including reflection/analysis - Research papers/project</li> <li>- Formal assessment identifying specific styles, genres, and artists</li> <li>- Implementation of school wide rubrics</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Chorus</b></li> <li>- <b>A Cappella Chorus</b></li> <li>- <b>Jazz Chorus</b></li> <li>- <b>Musical production</b></li> </ul>		
<p>c. compare the role of musicians, the function music serves and conditions under which music is typically performed, in several cultures of the world.</p>	<p><b>Grades 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Guided listening of prepared examples that cover a wide variety of historical periods and unfamiliar cultures</li> <li>- Chart artistic periods throughout history</li> <li>- Discuss connections in style and genre including similar rhythms, scales, harmony, tempo, meter, feel, orchestration, instrumentation, performance medium, etc</li> <li>- Discuss connections of geographic and historical relevance</li> <li>- Compare the role of musicians, the function music serves and conditions under which music is typically performed, in several cultures of the world</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> </ul>	<ul style="list-style-type: none"> <li>- Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</li> <li>- Music documentaries films</li> <li>- Concert films</li> <li>- Musical productions</li> <li>- Internet streaming services such as YouTube and Spotify</li> <li>- Music dictionary</li> <li>- Theory texts</li> <li>- Published examples of musical critique and analysis</li> <li>- Historical music publications</li> </ul>	<ul style="list-style-type: none"> <li>- Writing assignment including reflection/analysis - Research papers/project</li> <li>- Formal assessment identifying specific styles, genres, and artists</li> <li>- Implementation of school wide rubrics</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Chorus</b></li> <li>- <b>A Cappella Chorus</b></li> <li>- <b>Jazz Chorus</b></li> <li>- <b>Musical production</b></li> </ul>		
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**STANDARD: 10. Identify the range of careers in the field of music**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
a. recognize that improvisation and accompaniment are creative skills that are needed in certain music careers;	<p><b>Grades 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Explore/discuss the roles of a working musician</li> <li>- Visiting artist/master class</li> <li>- Individual projects/presentation on working artists</li> <li>- Explore/discuss the significance of management and representation</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> <li>- <b>Chorus</b></li> <li>- <b>A Cappella Chorus</b></li> <li>- <b>Jazz Chorus</b></li> <li>- <b>Musical production</b></li> </ul>	<ul style="list-style-type: none"> <li>- Popular music magazines/websites such as Rolling Stone or other professional music journals</li> <li>- Music documentaries</li> <li>- Entertainment news</li> <li>- Music publications</li> </ul>	<ul style="list-style-type: none"> <li>- Formal and informal observation</li> <li>- Written assignments</li> <li>- Research projects/presentation</li> <li>- Implementation of school wide rubrics</li> </ul>
b. identify professions where skills of arranging, composing and conducting music are used;	<p><b>Grades 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>-Explore/discuss the possibilities of working as a</li> </ul>	<ul style="list-style-type: none"> <li>- Popular music magazines/websites such as Rolling Stone or other professional music journals</li> </ul>	<ul style="list-style-type: none"> <li>- Formal and informal observation</li> <li>- Written assignments</li> <li>- Research</li> </ul>

	<p>composer/arranger</p> <ul style="list-style-type: none"> <li>- Design a project for a specific style and media function</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> <li>- <b>Chorus</b></li> <li>- <b>A Cappella Chorus</b></li> <li>- <b>Jazz Chorus</b></li> <li>- <b>Musical production</b></li> </ul>	<ul style="list-style-type: none"> <li>- Music documentaries</li> <li>- Entertainment news</li> <li>- Music publications</li> </ul>	<p>projects/presentation</p> <ul style="list-style-type: none"> <li>- Implementation of school wide rubrics</li> </ul>
<p>c. identify local, national, or international individuals who are composers/arrangers of music;</p>	<p><b>Grades 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Explore/discuss the possibilities of careers in the field of music evaluation</li> <li>- Read and report on published critiques and/or analysis</li> <li>- Explore various web based resources in the field of music and music evaluation</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- <b>Concert Band</b></li> <li>- <b>Jazz Band</b></li> <li>- <b>Independent study</b></li> <li>- <b>Chorus</b></li> <li>- <b>A Cappella Chorus</b></li> <li>- <b>Jazz Chorus</b></li> </ul>	<ul style="list-style-type: none"> <li>- Popular music magazines/websites such as Rolling Stone or other professional music journals</li> <li>- Music documentaries</li> <li>- Entertainment news</li> <li>- Music publications</li> </ul>	<ul style="list-style-type: none"> <li>- Formal and informal observation</li> <li>- Written assignments</li> <li>- Research projects/presentation</li> <li>- Implementation of school wide rubrics</li> </ul>

	<b>- Musical production</b>		
d. identify occupations that require people to evaluate music and music performances;	<p><b>Grades 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Explore/discuss the possibilities of a career as a music scholar</li> <li>- Read journals, reports, essays, publications and/or attend a lecture of a music scholar</li> </ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"> <li>- Concert Band</li> <li>- Jazz Band</li> <li>- Independent study</li> <li>- Chorus</li> <li>- A Cappella Chorus</li> <li>- Jazz Chorus</li> <li>- Musical production</li> </ul>	<ul style="list-style-type: none"> <li>- Popular music magazines/websites such as Rolling Stone or other professional music journals</li> <li>- Music documentaries</li> <li>- Entertainment news</li> <li>- Music publications</li> </ul>	<ul style="list-style-type: none"> <li>- Formal and informal observation</li> <li>- Written assignments</li> <li>- Research projects/presentation</li> <li>- Implementation of school wide rubrics</li> </ul>
e. recognize that music-related careers exist in musical production and direction.	<p><b>Grades 6-8:</b> General Music:</p> <ul style="list-style-type: none"> <li>- Explore/discuss careers in the music field utilizing resources such as individual professionals and reference materials including the internet, as well as local, state, national, and professional organizations</li> <li>- Visiting artist/master class</li> <li>- Individual projects/presentation on a</li> </ul>	<ul style="list-style-type: none"> <li>- Popular music magazines/websites such as Rolling Stone or other professional music journals</li> <li>- Music documentaries</li> <li>- Entertainment news</li> <li>- Music publications</li> </ul>	<ul style="list-style-type: none"> <li>- Formal and informal observation</li> <li>- Written assignments</li> <li>- Research projects/presentation</li> <li>- Implementation of school wide rubrics</li> </ul>

	<p>career in music</p> <ul style="list-style-type: none"><li>- Attend music conferences/festivals/events and talk with people in production, promotion/advertising, event planning, pro-audio, stage management, etc</li></ul> <p><b>Suggested class or extracurricular:</b></p> <ul style="list-style-type: none"><li>- <b>Concert Band</b></li><li>- <b>Jazz Band</b></li><li>- <b>Independent study</b></li><li>- <b>Chorus</b></li><li>- <b>A Cappella Chorus</b></li><li>- <b>Jazz Chorus</b></li><li>- <b>Musical production</b></li></ul>		
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