

**PROGRAM GOAL I:** Historical, cultural and social contexts:  
*understanding the role of the arts in people's lives.*

Grade/Course Music - Pre-K

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Study music of routines, special events and observations in their lives. A1a</p> <p>B. Examine various styles of music and discuss how they are similar and different. A1b</p> <p>C. Career education. A3e</p>	<ol style="list-style-type: none"><li>1. Different ways to make sounds will be explored.</li><li>2. Learn songs that have to do with family traditions.</li><li>3. Study songs from different cultures and make a comparison.</li><li>4. Study songs that describe routines and special events.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform songs that are traditional to many cultures. Using a musical vocabulary, the learner will evaluate music.</p>	



**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - Pre-K

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Discover self as expressive. A4</p> <p>B. Create/improvise music based on a variety of subject matter. A3</p> <p>C. Apply their senses to search for similarities and differences in sound. A2b</p> <p>D. Students will perform, alone and with others, a varied repertoire of music. A1b</p> <p>E. Develop a sense of pitch, rhythm, dynamics, steady tempo and timbre. A3c</p> <p>F. Listen to and describe music. (Identify simple forms and style.) A6c</p> <p>G. Music for the sake of enjoyment. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Create music to accompany readings/dramatizations.</li><li>2. Improvise "answers" to given rhythmic or melodic phrases.</li><li>3. Identify music notation appropriate to grade level.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform a piece of music.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
A. Students will develop criteria for evaluating performances and compositions. A3a	1. Develop a list of adjectives to describe/evaluate a musical composition.

<b>ASSESSMENT</b>  The learner will be able to identify musical ideas including loud, soft, high and low. The learner will demonstrate a knowledge of music from diverse cultures.
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<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Discuss why some music becomes more valuable with age and use. A6b</p> <p>B. Talk about appropriate behavior at a performance. A1d</p> <p>C. Explore individual preferences and choices. A3e</p>	

<p><b>ASSESSMENT</b></p> <p>The learner will identify music encountered in different settings or places in his/her life.</p>
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**PROGRAM GOAL I:** Historical, cultural and social contexts:  
*understanding the role of the arts in people's lives.*

Grade/Course Music - K

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Study music of routines, special events and observations in their lives. A1a</p> <p>B. Examine various styles of music and discuss how they are similar and different. A1b</p> <p>C. Career education. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Different ways to make sounds will be explored.</li><li>2. Learn songs that have to do with family traditions.</li><li>3. Study songs from different cultures and make a comparison.</li><li>4. Study songs that describe routines and special events.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform songs that are traditional to many cultures. Using a musical vocabulary the learner will evaluate music performance.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - K

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Discover self as expressive. A4</p> <p>B. Create/improvise music based on a variety of subject matter. A3</p> <p>C. Apply their senses to search for similarities and differences in sound. A2b</p> <p>B. Students will perform, alone and with others, a varied repertoire of music. A1b</p> <p>E. Develop a sense of pitch, rhythm, dynamics, steady tempo and timbre. A3c</p> <p>F. Listen to and describe music. (Identify simple forms and style). A6c</p> <p>G. Music for the sake of enjoyment. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Create music to accompany readings/dramatizations.</li><li>2. Improvise "answers" to given rhythmic or melodic phrases.</li><li>3. Identify music notation appropriate to grade level.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform a piece of music.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Students will develop criteria for evaluating performances and compositions. A3a</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>1. Develop a list of adjectives to describe/evaluate a musical composition.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will be able to identify musical ideas including loud, soft, high and low. The learner will demonstrate a knowledge of music from diverse cultures.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Discuss why some music becomes more valuable with age and use. A6b</p> <p>B. Talk about appropriate behavior at a performance. A1d</p> <p>C. Explore individual preferences and choices. A3e</p>	

<p><b>ASSESSMENT</b></p> <p>The learner will identify music encountered in different settings or places in his/her life.</p>
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**PROGRAM GOAL I:** Historical, cultural and social contexts:  
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Grade/Course Music - 1st

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Study music of routines, special events and observations in their lives. A1a</p> <p>B. Examine various styles of music and discuss how they are similar and different. A3b</p> <p>C. Career education. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Different ways to make sounds will be explored.</li><li>2. Learn songs that have to do with family traditions.</li><li>3. Study songs from different cultures and make a comparison.</li><li>4. Study songs that describe routines and special events.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform songs that are traditional to many cultures. Using a musical vocabulary the learner will evaluate music performance.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - 1st

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Discover self as expressive. A4</p> <p>B. Create/improvise music based on a variety of subject matter. A3</p> <p>C. Apply their senses to search for similarities and differences in sound. A2b</p> <p>D. Students will perform, alone and with others, a varied repertoire of music. A1b</p> <p>E. Develop a sense of pitch, rhythm, dynamics, steady tempo and timbre. A3c</p> <p>F. Listen to and describe music. (Identify simple forms and style). A6c</p> <p>G. Music for the sake of enjoyment. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Create music to accompany readings/dramatizations.</li><li>2. Improvise "answers" to given rhythmic or melodic phrases.</li><li>3. Identify music notation appropriate to grade level.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform a piece of music.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Students will develop criteria for evaluating performances and compositions. A3a</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>1. Develop a list of adjectives to describe/evaluate a musical composition.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will be able to identify musical ideas including loud, soft, high and low. The learner will demonstrate an awareness of pitch and rhythm.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Discuss why some music becomes more valuable with age and use. A6b</p> <p>B. Talk about appropriate behavior at a performance. A1d</p> <p>C. Explore individual preferences and choices. A3e</p>	

<p><b>ASSESSMENT</b></p> <p>The learner will identify music encountered in different settings or places in his/her life.</p>
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**PROGRAM GOAL I:** Historical, cultural and social contexts:  
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Grade/Course Music - 2nd

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Study music of routines, special events and observations in their lives. A1a</p> <p>A. Examine various styles of music and discuss how they are similar and different. A3b</p> <p>C. Career education. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Different ways to make sounds will be explored.</li><li>2. Learn songs that have to do with family traditions.</li><li>3. Study songs from different cultures and make a comparison.</li><li>4. Study songs that describe routines and special events.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform songs that are traditional to many cultures. Using a musical vocabulary, the learner will evaluate music performance.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
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Grade/Course Music - 2nd

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Discover self as expressive. A4</p> <p>B. Create/improvise music based on a variety of subject matter. A3</p> <p>C. Apply their senses to search for similarities and differences in sound. A2b</p> <p>D. Students will perform, alone and with others, a varied repertoire of music. A1b</p> <p>E. Develop a sense of pitch, rhythm, dynamics, steady tempo and timbre. A3c</p> <p>F. Listen to and describe music. (Identify simple forms and style). A6c</p> <p>G. Music for the sake of enjoyment. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Create music to accompany readings/dramatizations.</li><li>2. Improvise "answers" to given rhythmic or melodic phrases.</li><li>3. Identify music notation appropriate to grade level.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform a piece of music.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Students will develop criteria for evaluating performances and compositions. A3a</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>1. Develop a list of adjectives to describe/evaluate a musical composition.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will be able to identify musical ideas including loud, soft, high and low. The learner will demonstrate an awareness of pitch and rhythm. The learner will compare musical work using appropriate musical vocabulary.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Discuss why some music becomes more valuable with age and use. A6b</p> <p>B. Talk about appropriate behavior at a performance. A1d</p> <p>C. Explore individual preferences and choices. A3e</p>	
<p><b>ASSESSMENT</b></p> <p>The learner will identify music encountered in different settings or places in his/her life.</p>	

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Grade/Course Music - 3rd

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Study music of routines, special events and observations in their lives. A1a</p> <p>B. Examine various styles of music and discuss how they are similar and different. A3b</p> <p>C. Career education. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Different ways to make sounds will be explored.</li><li>2. Learn songs that have to do with family traditions.</li><li>3. Study songs from different cultures and make a comparison.</li><li>4. Study songs that describe routines and special events.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform songs that are traditional to many cultures. Using a musical vocabulary, the learner will evaluate music performance.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
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Grade/Course Music - 3rd

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Discover self as expressive. A1a</p> <p>B. Create/improvise music based on a variety of subject matter. A1b &amp; c</p> <p>C. Apply their senses to search for similarities and differences in sound. A2b</p> <p>D. Students will perform, alone and with others, a varied repertoire of music. A1b</p> <p>E. Develop a sense of pitch, rhythm, dynamics, steady tempo and timbre. A3c</p> <p>F. Listen to and describe music. (Identify simple forms and style). A6d</p> <p>G. Music for the sake of enjoyment. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Create music to accompany readings/dramatizations.</li><li>2. Improvise "answers" to given rhythmic or melodic phrases.</li><li>3. Identify music notation appropriate to grade level.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform a piece of music.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Students will develop criteria for evaluating performances and compositions. A3a</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>1. Develop a list of adjectives to describe/evaluate a musical composition.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will demonstrate an awareness of pitch and rhythm. The learner will compare musical work using appropriate musical vocabulary.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Discuss why some music becomes more valuable with age and use. A6b</p> <p>B. Talk about appropriate behavior at a performance. A1d</p> <p>C. Explore individual preferences and choices. A3e</p>	

<p><b>ASSESSMENT</b></p> <p>The learner will identify music encountered in different settings or places in his/her life.</p>
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**PROGRAM GOAL I:** Historical, cultural and social contexts:  
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Grade/Course Music - 4th

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Study music of routines, special events and observations in their lives. A1a</p> <p>B. Examine various styles of music and discuss how they are similar and different. A3b</p> <p>C. Career education. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Different ways to make sounds will be explored.</li><li>2. Learn songs that have to do with family traditions.</li><li>3. Study songs from different cultures and make a comparison.</li><li>4. Study songs that describe routines and special events.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform songs that are traditional to many cultures. Using a musical vocabulary, the learner will evaluate music performance.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
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Grade/Course Music - 4th

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Discover self as expressive. A4</p> <p>B. Create/improvise music based on a variety of subject matter. A5</p> <p>C. Apply their senses to search for similarities and differences in sound. A3f</p> <p>D. Students will perform, alone and with others, a varied repertoire of music. A1b</p> <p>E. Develop a sense of pitch, rhythm, dynamics, steady tempo and timbre. A3d</p> <p>F. Listen to and describe music. (Identify simple forms and style). A3f</p> <p>G. Music for the sake of enjoyment. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Create music to accompany readings/dramatizations.</li><li>2. Improvise "answers" to given rhythmic or melodic phrases.</li><li>3. Identify music notation appropriate to grade level.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform a piece of music.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Students will develop criteria for evaluating performances and compositions. A3f</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Develop a list of adjectives to describe/evaluate a musical composition.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will demonstrate an awareness of pitch and rhythm. The learner will compare musical work using appropriate musical vocabulary.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Discuss why some music becomes more valuable with age and use. A1a</p> <p>B. Talk about appropriate behavior at a performance. A3b</p> <p>C. Explore individual preferences and choices. A6a</p> <p>D. Students will attend a professional performance (theater, symphony, etc.). A6a</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p>
<p><b>ASSESSMENT</b></p> <p>The learner will identify music encountered in different settings or places in his/her life.</p>	

**PROGRAM GOAL I:** Historical, cultural and social contexts:  
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Grade/Course Music - 5th

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Study music of routines, special events and observations in their lives. A1a</p> <p>B. Examine various styles of music and discuss how they are similar and different. A3b</p> <p>C. Career education. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Different ways to make sounds will be explored.</li><li>2. Learn songs that have to do with family traditions.</li><li>3. Study songs from different cultures and make a comparison.</li><li>4. Study songs that describe routines and special events.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform songs that are traditional to many cultures. Using a musical vocabulary, the learner will evaluate music performance.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
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Grade/Course Music - 5th

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Discover self as expressive. A4</p> <p>B. Create/improvise music based on a variety of subject matter. A3</p> <p>C. Apply their senses to search for similarities and differences in sound. A2b</p> <p>D. Students will perform, alone and with others, a varied repertoire of music. A1b</p> <p>E. Develop a sense of pitch, rhythm, dynamics, steady tempo and timbre. A3c</p> <p>F. Listen to and describe music. (Identify simple forms and style). A6c</p> <p>G. Music for the sake of enjoyment. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Create music to accompany readings/dramatizations.</li><li>2. Improvise "answers" to given rhythmic or melodic phrases.</li><li>3. Identify music notation appropriate to grade level.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform a piece of music.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Students will develop criteria for evaluating performances and compositions. A3a</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>1. Develop a list of adjectives to describe/evaluate a musical composition.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will assess a musical performance.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Discuss why some music becomes more valuable with age and use. A6b</p> <p>B. Talk about appropriate behavior at a performance. A1d</p> <p>C. Explore individual preferences and choices. A3a</p> <p>D. Students will attend a professional performance (theater, symphony, etc.). A6c</p>	

<p><b>ASSESSMENT</b></p> <p>The learner will identify music encountered in different settings or places in his/her life.</p>
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**PROGRAM GOAL I:** Historical, cultural and social contexts:  
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Grade/Course Music - 6th Music Appreciation

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Study music of routines, special events and observations in their lives. A1a</p> <p>B. Examine various styles of music and discuss how they are similar and different. A3b</p> <p>C. Career education. A3e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Different ways to make sounds will be explored.</li><li>2. Learn songs that have to do with family traditions.</li><li>3. Study songs from different cultures and make a comparison.</li><li>4. Study songs that describe routines and special events.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform songs that are traditional to many cultures. Using a musical vocabulary, the learner will evaluate music performance.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
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Grade/Course Music - 6th Music Appreciation

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Discover self as expressive. A4</p> <p>B. Create/improvise music based on a variety of subject matter. A6a &amp; b</p> <p>C. Apply their senses to search for similarities and differences in sound. A6c</p> <p>D. Students will perform, alone and with others, a varied repertoire of music. A1b</p> <p>E. Develop a sense of pitch, rhythm, dynamics, steady tempo and timbre. A3c &amp; e</p> <p>F. Listen to and describe music. (Identify simple forms and style). A3a, c, e; A4</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <ol style="list-style-type: none"><li>1. Create music to accompany readings/dramatizations.</li><li>2. Improvise "answers" to given rhythmic or melodic phrases.</li><li>3. Identify music notation appropriate to grade level.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will perform a piece of music.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Students will develop criteria for evaluating performances and compositions. A3a &amp; c; A6a, b, c, d</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>1. Develop a list of adjectives to describe/evaluate a musical composition.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will assess a musical performance.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Discuss why some music becomes more valuable with age and use. A3a &amp; b</p> <p>B. Talk about appropriate behavior at a performance. A1b, c, d</p> <p>C. Explore individual preferences and choices. A1a; A3f</p> <p>D. Students will attend a professional or amateur performance (theater, symphony, etc.).</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>1. The learner will identify music encountered in different settings or places in his/her life.</p>
<p><b>ASSESSMENT</b></p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Assemble/disassemble/maintain instruments. A1d</p> <p>B. Establish basic tone production. A4</p> <p>C. Demonstrate proper playing habits. A1d</p> <p>D. Achieve proper articulation and bowing. A4</p>	<p>A-1. Learn to open and close his/her instrument case. 2. Tighten the bow to the proper tension. 3. Learn proper use of rosin, shoulder rest and other accessories. 4. Learn the proper adjustment of the endpin. 5. Dust and clean his/her instrument.</p> <p>B-1. Produce an appropriate pizzicato sound. 2. Produce the tone characteristic of his/her instrument through the development of proper bowing technique.</p> <p>C-1. Hold the instrument properly. 2. Maintain proper playing posture and hand position.</p> <p>D-1. Begin tones with proper bow speed and pressures. 2. Stop tones with proper bow speed and pressures. 3. Play slurred bow stroke. Play staccato bow stroke. Play legato bow stroke. Play hooked bowing stroke.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument in small or large ensembles.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b> (continued)</p> <p>E. Accurately count and perform rhythms. A3a, b, c</p> <p>F. Develop good intonation. A1c &amp; d; A6c</p> <p>G. Perform with appropriate musical style and expression. A4</p> <p>H. Attain appropriate levels of technical facility. Ac3; A4</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>E-1. Correctly read, count and perform whole, half, quarter and eighth note patterns. 2. Correctly read, count and perform whole, half, quarter and eighth note rest patterns.</p> <p>F-1. Learn the function of the tuning mechanism of the instrument. 2. Match pitch of his instrument to a given standard. 3. Develop interval accuracy by proper finger patterns in the left hand.</p> <p>G-1. Perform at soft and loud dynamics.</p> <p>H-1. Be encouraged to study with a private instructor. 2. Practice instrument at home on a regular basis.</p>
<p><b>ASSESSMENT</b></p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Establish basic tone production. A4; A6c</p> <p>B. Demonstrate proper playing habits. A1d</p> <p>C. Achieve proper articulation and bowing. A4</p> <p>D. Accurately count and perform rhythms. A3a, b, c</p>	<p>A-1. Produce an appropriate pizzicato sound.</p> <p>1. Produce the tone characteristic of instrument through the development of proper bowing technique.</p> <p>B-1. Hold the instrument properly.</p> <p>2. Maintain proper playing posture and hand position.</p> <p>C-1. Begin tones with proper bow speed and pressures.</p> <p>2. Stop tones with proper bow speed and pressures.</p> <p>3. Play slurred bow stroke.</p> <p>4. Play staccato bow stroke.</p> <p>5. Play legato bow stroke.</p> <p>6. Play marcato bow stroke.</p> <p>6. Play accented bow stroke.</p> <p>6. Play hooked bowing stroke.</p> <p>D-1. Correctly read, count and perform whole, half, quarter, triplets and eighth note patterns.</p> <p>2. Correctly read, count and perform whole, half, quarter, triplets and eighth note rest patterns.</p> <p>3. Correctly read, count and perform sixteenth, quarter, and triplet notes and rests.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument in small or large ensembles.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b> (continued)	<b>Suggested Classroom Activities to Meet IO</b>
E. Develop good intonation. A1c & d; A6c	E-1. Learn the function of the tuning mechanism of the instrument. 2. Match pitch of his instrument to a given standard. 3. Match pitch by left hand adjustments. 4. Develop interval accuracy by proper finger patterns in the left hand.
F. Perform with appropriate musical style and expression. A4	F-1. Perform at piano, mezzo-piano, mezzo-forte and forte Perform pieces of music composer indicated tempo. dynamic levels.
G. Attain appropriate levels of technical facility. A3c; A4	2. Demonstrate balance within an ensemble. 2. Perform pieces of music composer indicated tempo.
H. Attend weekly homogeneous instrument class. A1b; A4; A6c	G-1. Be encouraged to study with a private instructor. 2. Practice instrument at home on a regular basis.
<b>ASSESSMENT</b>	H-1. Refer to curriculum guide for appropriate study materials.

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Establish basic tone production. A4; A6c</p> <p>B. Demonstrate proper playing habits. A1d</p> <p>C. Achieve proper articulation and bowing. A4</p> <p>D. Accurately count and perform rhythms. A3a, b, c</p>	<p>A-1. Produce an appropriate pizzicato sound. 2. Produce the tone characteristic of his/her instrument through the development of proper bowing technique. 3. Demonstrate a variety of tones through the use of bow placement.</p> <p>B-1. Hold the instrument properly. 2. Maintain proper playing posture and hand position.</p> <p>C-1. Begin tones with proper bow speed and pressures. 2. Stop tones with proper bow speed and pressures. 3. Play multiple slurred bow strokes. 4. Play staccato, legato, marcato and accented bow strokes. 5. Articulate specified patterns at the tip, middle and frog. 6. Sound unequal bow strokes with equal loudness.</p> <p>D-1. Correctly read, count and perform whole, half, quarter, triplet and eighth note patterns. 2. Correctly read, count and perform whole, half, quarter, triplet and eighth note rest patterns. 3. Correctly read, count and perform sixteenth notes and rests. 4. Correctly read, count and perform dotted quarter notes and rests.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production performance by playing an instrument in small or large ensembles.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b> (continued)	<b>Suggested Classroom Activities to Meet IO</b>
E. Develop good intonation. A1c & d; A6c	E-1. Learn the function of the tuning mechanism of the instrument. 2. Match pitch of his instrument to a given standard. 3. Match pitch by left-hand adjustments. 4. Develop interval accuracy by proper finger patterns in the left hand.
F. Perform with appropriate musical style and expression. A1c & d; A6c	F-1. Perform at piano, mezzo-piano, mezzo-forte and forte dynamic levels.
G. Attain appropriate levels of technical facility. A3c; A4	2. Demonstrate balance within an ensemble. 3. Perform music at a variety of tempos. 4. Perform crescendo and decrescendo.
H. Attend weekly homogeneous instrument class. A1b; A4; A6c	G-1. Be encouraged to study with a private instructor. 2. Practice instrument at home on a regular basis. 3. Sight-read grade 1 orchestra music. 4. Be encouraged to perform a solo or an ensemble, at OMEA junior high solo and ensemble contest. 5. Perform grade 1 to 1.5 level orchestra music or OMEA class junior high music.
<b>ASSESSMENT</b>	H-1. Refer to curriculum guide for appropriate study material.

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Establish intermediate tone production. A4; A6c</p> <p>B. Demonstrate proper playing habits. A1d</p> <p>C. Achieve proper articulation and bowing. A4</p> <p>D. Accurately count and perform rhythms. A3a, b, c</p>		<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Produce an appropriate pizzicato sound.          2. Produce the tone characteristic of his/her instrument through          3. the development of proper bowing technique.          4. Demonstrate a variety of tones through the use of bow placement.          5. Demonstrate bright and dark tone colors.          6. Produce a controlled tone at a variety of dynamic levels.</p> <p>B-1. Hold the instrument properly.          2. Maintain proper playing posture and hand position.</p> <p>C-1. Begin tones with proper bow speed and pressures.          2. Stop tones with proper bow speed and pressures.          3. Play multiple slurred bow strokes.          4. Play staccato, legato, marcato, spiccato and accented bow strokes.          5. Articulate specified patterns at the tip, middle and frog.          6. Sound unequal bow strokes with equal loudness.</p> <p>D-1. Correctly read, count and perform whole, half, quarter, triplet, eighth and sixteenth note patterns and rests.          2. Correctly read, count and perform dotted half, eighth, quarter, triplet and sixteenth note patterns and rests.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production performance by playing an instrument in small or large ensembles.</p>		

<p><b>INSTRUCTIONAL OBJECTIVE</b> (continued)</p> <p>E. Develop good intonation. A1c &amp; d; A6c</p> <p>F. Perform with appropriate musical style and expression. A4</p> <p>G. Attain appropriate levels of technical facility. A3c; A4</p> <p>H. Attend weekly homogeneous instrumental class.</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>E-1. Learn the function of the tuning mechanism of the instrument.</p> <ol style="list-style-type: none"> <li>2. Match pitch of his instrument to a given standard.</li> <li>3. Match pitch by left hand adjustments.</li> <li>4. Develop interval accuracy by proper finger patterns in the left hand.</li> <li>5. Begin to listen and adjust individual pitches on his/her instrument to that of the ensemble.</li> </ol> <p>F-1. Perform at pianissimo, piano, mezzo-piano, mezzo-forte, forte and fortissimo dynamic levels.</p> <ol style="list-style-type: none"> <li>2. Demonstrate balance within an ensemble.</li> <li>3. Perform music at a variety of tempos.</li> <li>4. Perform crescendo and decrescendo.</li> </ol> <p>G-1. Be encouraged to study with a private instructor.</p> <ol style="list-style-type: none"> <li>2. Practice instrument at home on a regular basis.</li> <li>3. Sight-read elementary orchestra music.</li> <li>4. Be encouraged to perform a solo or an ensemble at junior high OMEA solo and ensemble.</li> <li>5. Perform double, triple and stops.</li> <li>6. Shift to and from 1st, 2nd and 3rd positions.</li> <li>7. Perform grade 2 to 2.5 level orchestra or OMEA class B junior high music.</li> </ol> <p>H-1. Refer to curriculum guide for appropriate study materials.</p>
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<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production performance by playing an instrument in small or large ensembles.</p>
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<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Establish advanced tone production. A4</p> <p>B. Demonstrate proper playing habits. A1d</p> <p>C. Achieve proper articulation and bowing. A4</p> <p>D. Accurately count and perform rhythms. A3a, b, c</p>	<p>A-1. Produce an appropriate pizzicato sound. 2. Produce the tone characteristic of his/her instrument through development of proper bowing technique. 3. Demonstrate a variety of tones through the use of bow placement. 4. Demonstrate bright and dark tone colors. 5. Produce a controlled tone at a variety of dynamic levels.</p> <p>B-1. Hold the instrument properly. 2. Maintain proper playing posture and hand position.</p> <p>C-1. Begin tones with proper bow speed and pressures. 2. Stop tones with proper bow speed and pressures. 3. Play complex multiple slurred bow strokes. 4. Play staccato, legato, marcato, spiccato, col legno, sul tasto, sul ponticello and accented bow strokes. 5. Articulate specified patterns at the tip, middle and frog. 6. Sound unequal bow strokes with equal loudness.</p> <p>D-1. Correctly read, count and perform complex rhythms. 2. Correctly read, count and perform dotted half, eighth and sixteenth note patterns and rests.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production performance by playing an instrument in small or large ensembles.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b> (continued)</p> <p>E. Develop good intonation. A1c &amp; d; A6c</p> <p>F. Perform with appropriate musical style and expression. A4</p> <p>G. Attain appropriate levels of technical facility. A3c; A4</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>E-1. Learn the function of the tuning mechanism of the instrument.</p> <ol style="list-style-type: none"><li>2. Match pitch of his instrument to a given standard.</li><li>3. Match pitch by left-hand adjustments.</li><li>4. Develop interval accuracy by proper finger patterns in the left hand.</li><li>5. Refine ability to adjust individual pitches on his/her instrument to that of the ensemble.</li></ol> <p>F-1. Perform at pianissimo, piano, mezzo-piano, mezzo-forte, forte and fortissimo dynamic levels.</p> <ol style="list-style-type: none"><li>2. Demonstrate balance within an ensemble.</li><li>3. Perform music at a variety of tempos.</li><li>4. Perform crescendo and decrescendo.</li><li>5. Demonstrate baroque, classical and romantic musical styles.</li></ol> <p>G-1. Produce a variety of pizzicato effects such as left-hand pizzicato and slap pizzicato.</p> <ol style="list-style-type: none"><li>2. Be encouraged to study with a private instructor.</li><li>3. Practice instrument at home on a regular basis.</li><li>4. Sight-read high school level orchestra music.</li><li>5. Be encouraged to perform a solo or an ensemble at high school OMEA contest.</li></ol>
<p><b>ASSESSMENT</b></p>	



**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - HS Concert Strings

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Establish advanced tone production. A4</p> <p>B. Demonstrate proper playing habits. A1d</p> <p>C. Achieve proper articulation and bowing. A4</p> <p>D. Accurately count and perform rhythms. A3a, b, c</p>	<p>A-1. Produce an appropriate pizzicato sound.</p> <p>2. Produce the tone characteristic of his/her instrument through development of proper bowing technique.</p> <p>3. Demonstrate a variety of tones through the use of bow placement.</p> <p>4. Demonstrate bright and dark tone colors.</p> <p>5. Produce a controlled tone at a variety of dynamic levels.</p> <p>B-1. Hold the instrument properly.</p> <p>2. Maintain proper playing posture and hand position.</p> <p>C-1. Begin tones with proper bow speed and pressures.</p> <p>2. Stop tones with proper bow speed and pressures.</p> <p>3. Play complex multiple slurred bow strokes.</p> <p>4. Play staccato, legato, marcato, spiccato, col legno, sul tasto, sul ponticello and accented bow strokes.</p> <p>5. Articulate specified patterns at the tip, middle and frog.</p> <p>6. Sound unequal bow strokes with equal loudness.</p> <p>D-1. Correctly read, count and perform complex rhythms.</p> <p>2. Correctly read, count and perform dotted half, eighth and sixteenth note patterns and rests.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production performance by playing an instrument in small or large ensembles.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b> (continued)</p> <p>E. Develop good intonation. A1c &amp; d; A6c</p> <p>F. Perform with appropriate musical style and expression. A4</p> <p>G. Attain appropriate levels of technical facility. A3c; A4</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>E-1. Learn the function of the tuning mechanism of the instrument.</p> <ol style="list-style-type: none"> <li>2. Match pitch of his instrument to a given standard.</li> <li>3. Match pitch by left-hand adjustments.</li> <li>4. Develop interval accuracy by proper finger patterns in the left hand.</li> <li>5. Refine ability to adjust individual pitches on his/her instrument to that of the ensemble.</li> </ol> <p>F-1. Perform at pianissimo, piano, mezzo-piano, mezzo-forte, forte and fortissimo dynamic levels.</p> <ol style="list-style-type: none"> <li>2. Demonstrate balance within an ensemble.</li> <li>3. Perform music at a variety of tempos.</li> <li>4. Perform crescendo and decrescendo.</li> <li>5. Demonstrate baroque, classical and romantic musical styles.</li> </ol> <p>G-1. Produce a variety of pizzicato effects such as left-hand pizzicato and slap pizzicato.</p> <ol style="list-style-type: none"> <li>2. Be encouraged to study with a private instructor.</li> <li>3. Practice instrument at home on a regular basis.</li> <li>4. Sight-read high school level orchestra music.</li> <li>5. Be encouraged to perform a solo or an ensemble at high school OMEA contest.</li> </ol>
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<p><b>ASSESSMENT</b></p>
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**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - HS Concert Strings

<p><b>INSTRUCTIONAL OBJECTIVE</b> (continued)</p> <p>H. Attend weekly homogeneous instrument class. A1b; A4; A6c</p>		<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>6. Perform double, triple and quadruple stops.</p> <p>7. Shift from 1<sup>st</sup>, 2nd, 3rd, 4th and 5th positions with ease.</p> <p>8. Perform grade 3 to 5 level high school or high school OMEA class C level music.</p> <p>H-1. Refer to curriculum guide for appropriate study materials.</p>
<p><b>ASSESSMENT</b></p>		

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
A. Assemble and maintain instrument. A1d; A6c  B. Demonstrate proper playing habits. A1d; A6c  C. Establish basic tone production of a quality appropriate for this grade level. A3c; A6b  D. Achieve proper articulation. A3c  E. Accurately count and perform rhythms. A3a, b, c, d; A6a  F. Develop good intonation. A3a, b, c; A5	A-1. Properly assemble all parts of his/her instrument and be aware of the delicate parts. 2. Oil and clean his/her instrument appropriately.  B-1. Hold the instrument correctly. 2. Maintain proper playing posture and hand position.  C-1. Produce the tone characteristic of his/her instrument through development of proper embouchure and breathing.  D-1. Begin tones with the tongue. 2. Stop tones with the breath.  E-1. Correctly read, count and perform whole, half, quarter and eighth note and rest patterns. 2. Correctly read, count and perform dotted quarter-eighth notes and rests.  F-1. Learn the function of the tuning mechanism on his/her instrument. 2. Match the pitch of his/her instrument to a given standard. 3. Determine whether his/her pitch is higher or lower than the given standard and adjust tuning mechanism appropriately.
<b>ASSESSMENT</b>  The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>G. Perform with appropriate musical style and expression. A1a, b, c; A3a, b, c</p> <p>H. Attain appropriate levels of technical facility. A3a, b, c</p> <p>I. Attend weekly homogeneous instrument class.</p>	<p>G-1. Perform at p, mp, mf and f levels of dynamics. 2. Tongue and slur notes as indicated by the music. 3. Perform separated tones and legato tones. 4. Perform crescendo and decrescendo. 5. Demonstrate staccato and accented styles.</p> <p>H-1. Demonstrate ability to perform grade 1/2 to 1 1/2 music. 2. Sight-read elementary band music. 3. Be encouraged to seek a qualified private teacher.</p> <p>I-1. Refer to curriculum guide for appropriate study materials.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - 7th Beginning Instruments

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
A. Assemble and maintain instrument. A1d; A6c  B. Demonstrate proper playing habits. A1d; A6c  C. Establish basic tone production of a quality appropriate for this grade level. A3c; A6b  D. Achieve proper articulation. A3c  E. Accurately count and perform rhythms. A3a; b, c, d; A6a  F. Develop good intonation. A3a, b, c; A5	A-1. Properly assemble all parts of his/her instrument and be aware of the delicate parts. 2. Oil and clean his/her instrument appropriately.  B-1. Hold the instrument correctly. 2. Maintain proper playing posture and hand position.  C-1. Produce the tone characteristic of his/her instrument through development of proper embouchure and breathing.  D-1. Begin tones with the tongue. 2. Stop tones with the breath.  E-1. Correctly read, count and perform whole, half, quarter and eighth note and rest patterns. 2. Correctly read, count and perform dotted quarter-eighth notes and rests.  F-1. Learn the function of the tuning mechanism on his/her instrument. 2. Match the pitch of his/her instrument to a given standard. 3. Determine whether his/her pitch is higher or lower than the given standard and adjust tuning mechanism appropriately.
<b>ASSESSMENT</b>  The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.	

**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - 7th Beginning Instruments

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>G. Perform with appropriate musical style and expression. A1a, b, c; A3a, b, c</p> <p>H. Attain appropriate levels of technical facility. A3a, b, c</p> <p>I. Attend weekly homogeneous instrument class.</p>	<p>G-1. Perform at p, mp, mf and f levels of dynamics. 2. Tongue and slur notes as indicated by the music. 3. Perform separated tones and legato tones. 4. Perform crescendo and decrescendo. 5. Demonstrate staccato and accented styles.</p> <p>H-1. Demonstrate ability to perform grade 1/2 to 1 1/2 music. 2. Sight-read elementary band music. 3. Be encouraged to seek a qualified private teacher. 4. Perform in an ensemble at contest. 5. Be encouraged to perform a solo at contest.</p> <p>I-1. Refer to curriculum guide for appropriate study materials.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Establish basic tone production of a quality appropriate for this grade level. A3c; A6b</p> <p>B. Achieve proper articulation. A3c</p> <p>C. Accurately count and perform rhythms. A3a, b, c, d; A6a</p> <p>D. Develop good intonation. A3a, b, c; A5</p>	<p>A-1. Produce the tone characteristic of his/her instrument through development of proper embouchure and breathing.</p> <p>B-1. Begin tones with the tongue. 2. Stop tones with the breath.</p> <p>C-1. Correctly read, count and perform whole, half, quarter and eighth note and rest patterns. 2. Correctly read, count and perform dotted quarter-eighth notes and rests.</p> <p>D-1. Learn the function of the tuning mechanism on his/her instrument. 2. Match the pitch of his/her instrument to a given standard. 3. Determine whether his/her pitch is higher or lower than the given standard and adjust tuning mechanism appropriately.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>E. Perform with appropriate musical style and expression. A1a, b, c; A3a, b, c</p> <p>F. Attain appropriate levels of technical facility. A3a, b, c</p> <p>G. Attend weekly homogeneous instrument class.</p>	<p>E-1. Perform at p, mp, mf and f levels of dynamics. 2. Tongue and slur notes as indicated by the music. 3. Perform separated tones and legato tones. 4. Perform crescendo and decrescendo. 5. Demonstrate staccato and accented styles.</p> <p>F-1. Demonstrate ability to perform grade 1 to 2 or OMEA junior high class C music. 2. Sight-read elementary band music. 3. Be encouraged to seek a qualified private teacher. 4. Perform in an ensemble at contest. 5. Be encouraged to perform a solo at contest. 6. Be encouraged to audition for area honors groups.</p> <p>G-1. Refer to curriculum guide for appropriate study materials.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Establish basic tone production of a quality appropriate for this grade level. A3c; A6b</p> <p>B. Achieve proper articulation. A3c</p> <p>C. Accurately count and perform rhythms. A3a, b, c, d; A6a</p> <p>D. Develop good intonation. A3a, b, c; A5</p>	<p>A-1. Produce the tone characteristic of his/her instrument through development of proper embouchure and breathing.</p> <p>B-1. Begin tones with the tongue. 2. Stop tones with the breath.</p> <p>C-1. Correctly read, count and perform whole, half, quarter and eighth note and rest patterns. 2. Correctly read, count and perform sixteenth notes and rests. 3. Correctly read, count and perform dotted quarter-eighth notes and rests.</p> <p>D-1. Learn the function of the tuning mechanism on his/her instrument. 2. Match the pitch of his/her instrument to a given standard. 3. Determine whether his/her pitch is higher or lower than the given standard and adjust tuning mechanism appropriately. 4. Have knowledge of the poor pitch tendencies of his/her individual instrument.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>E. Perform with appropriate musical style and expression. A1a, b, c; A3a, b, c</p> <p>F. Attain appropriate levels of technical facility. A3a, b, c</p> <p>I. Attend weekly homogeneous instrument class.</p>	<p>E-1. Perform at p, mp, mf and f levels of dynamics. 2. Tongue and slur notes as indicated by the music. 3. Perform separated tones and legato tones. 4. Perform crescendo and decrescendo. 5. Demonstrate staccato and accented styles. 6. Study standard march style.</p> <p>F-1. Demonstrate ability to perform grade 1 1/2 to 2 1/2 or OMEA junior high Class B and A music. 2. Sight-read Class E band music. 3. Be encouraged to seek a qualified private teacher. 4. Perform in an ensemble at contest. 5. Be encouraged to perform a solo at contest. 6. Be encouraged to audition for area honors groups.</p> <p>I-1. Refer to curriculum guide for appropriate study materials.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Establish basic tone production of a quality appropriate for this grade level. A3c; A6b</p> <p>B. Achieve proper articulation. A3c</p> <p>C. Accurately count and perform rhythms. A3a, b, c, d; A6a</p> <p>D. Develop good intonation. A3a, b, c; A5</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Produce the tone characteristic of his/her instrument through development of proper embouchure and breathing.</p> <p>B-1. Begin tones with the tongue.  2. Stop tones with the breath.  3. <i>For brass and flute students:</i> study multiple tonguing.  4. <i>For reed students:</i> study rapid articulation.</p> <p>C-1. Correctly read, count and perform whole, half, quarter and eighth note and rest patterns.  2. Correctly read, count and perform sixteenth notes and rests.  3. Correctly read, count and perform dotted quarter-eighth notes and rests.  4. Correctly read, count and perform dotted eighth-sixteenth note patterns.</p> <p>D-1. Learn the function of the tuning mechanism on his/her instrument.  2. Match the pitch of his/her instrument to a given standard.  3. Determine whether his/her pitch is higher or lower than the given standard and adjust tuning mechanism appropriately.  4. Have knowledge of the poor pitch tendencies of his/her individual instrument.  5. Begin to listen and adjust individual pitches on his/her instrument to that of the ensemble.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - 9-12 Marching Band

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>E. Perform with appropriate musical style and expression. A1a, b, c; A3a, b, c</p> <p>F. Attain appropriate levels of technical facility. A3a, b, c</p> <p>G. Maintain a quality performance standard for performance group students. A1b; A3a, b, c</p>	<p>E-1. Perform at pp through ff levels of dynamics. 2. Tongue and slur notes as indicated by the music. 3. Perform separated tones and legato tones. 4. Perform crescendo and decrescendo. 5. Demonstrate staccato and accented styles. 6. Study standard march style. 7. Study swing style with regard to unequal division of beats.</p> <p>F-1. Demonstrate ability to perform Class C music. 2. Sight-read Class D band music. 3. Be encouraged to seek a qualified private teacher. 4. Be encouraged to perform in a small ensemble.</p> <p>G-1. Apply the musical skills acquired in the classroom through regular public performances as required and permitted by the instructor. 2. Be evaluated on his successful participation in, and quality of, academic music requirements. 3. Participate in all required marching activities.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - 9-12 Semester Band

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Encourage participation. A1b; A2a; A3e</p> <p>B. Enhance Marching Band performance. A1a; A3a, b, c</p> <p>C. Maintain a quality performance. A1b; A3a, b, c</p>	<p>A-1. Be encouraged to learn to play a musical instrument. 2. Participate in summer instruction as required.</p> <p>B-1. Apply choreography appropriate to the music. 2. Demonstrate basic marching skills. 3. Demonstrate baton techniques (if the student is a twirler).</p> <p>C-1. Apply the skills acquired in the classroom through regular public performances as required and permitted by the instructor. 2. Be evaluated on his/her successful participation in, and quality of, public performance as a part of his/her academic music requirements. 3. Participate in all required marching activities.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Establish basic tone production of a quality appropriate for this grade level. A3c; A6b</p> <p>B. Achieve proper articulation. A3c</p> <p>C. Accurately count and perform rhythms. A3a, b, c, d; A6a</p> <p>D. Develop good intonation. A3a, b, c; A5</p>	<p>A-1. Produce the tone characteristic of his/her instrument through development of proper embouchure and breathing.</p> <p>B-1. Begin tones with the tongue. 2. Stop tones with the breath. 3. Brass and flute students will study multiple tonguing. 4. Reed students will study rapid articulation.</p> <p>C-1. Correctly read, count and perform whole, half, quarter and eighth note and rest patterns. 2. Correctly read, count and perform sixteenth notes and rests. 3. Correctly read, count and perform dotted quarter-eighth notes and rests. 4. Correctly read, count and perform dotted eighth-sixteenth note patterns.</p> <p>D-1. Learn the function of the tuning mechanism on his/her instrument. 2. Match the pitch of his/her instrument to a given standard. 3. Determine whether his/her pitch is higher or lower than the given standard and adjust tuning mechanism appropriately. 4. Have knowledge of the poor pitch tendencies of his/her individual instrument. 5. Begin to listen and adjust individual pitches on his/her instrument to that of the ensemble.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>E. Perform with appropriate musical style and expression. A1a, b, c; A3a, b, c</p> <p>F. Attain appropriate levels of technical facility. A3a, b, c</p> <p>G. Maintain a quality performance standard for performance group students. A1b; A3a, b, c</p>	<p>E-1. Perform at pp through ff levels of dynamics. 2. Tongue and slur notes as indicated by the music. 3. Perform separated tones and legato tones. 4. Perform crescendo and decrescendo. 5. Demonstrate staccato and accented styles. 6. Study standard march style. 7. Study swing style with regard to unequal division of beats.</p> <p>F-1. Demonstrate ability to perform Class C music. 2. Sight-read Class D band music. 3. Be encouraged to seek a qualified private teacher. 4. Be encouraged to perform in a small ensemble. 5. Be encouraged to perform a solo at contest.</p> <p>G-1. Apply the musical skills acquired in the classroom through regular public performances as required and permitted by the instructor. 2. Be evaluated on his successful participation in, and quality of, public performance as a part of his academic music requirements. 3. Participate in all required marching activities.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - 9-12 Concert Band/  
9-12 Wind Ensemble

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Establish basic tone production of a quality appropriate for this grade level. A3c</p> <p>B. Achieve proper articulation. A3c</p> <p>C. Accurately count and perform rhythms. A3a, b, c, d; A6a</p>	<p>A-1. Produce the tone characteristic of his/her instrument through development of proper embouchure and breathing.</p> <ol style="list-style-type: none"><li>2. Demonstrate bright and dark tone colors.</li><li>3. Produce an intense pp sound and a controlled ff sound.</li></ol> <p>B-1. Begin tones with the tongue.</p> <ol style="list-style-type: none"><li>2. Stop tones with the breath.</li><li>3. Brass and flute students will study multiple tonguing.</li><li>4. Reed students will demonstrate rapid tonguing of repeated notes.</li></ol> <p>C-1. Correctly read, count and perform whole, half, quarter and eighth note and rest patterns.</p> <ol style="list-style-type: none"><li>2. Correctly read, count and perform sixteenth notes and rests.</li><li>3. Correctly read, count and perform dotted quarter-eighth notes and rests.</li><li>4. Correctly read, count and perform dotted eighth-sixteenth note patterns.</li><li>5. Perform rapid slurred and tongued notes with even division of the beat.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>D. Develop good intonation. A3a, b, c</p> <p>E. Perform with appropriate musical style and expression. A1a, b, c; A3a, b, c</p>	<p>D-1. Learn the function of the tuning mechanism on his/her instrument.</p> <ol style="list-style-type: none"><li>2. Match the pitch of his/her instrument to a given standard.</li><li>3. Determine whether his/her pitch is higher or lower than the given standard and adjust tuning mechanism appropriately.</li><li>4. Have knowledge of the poor pitch tendencies of his/her individual instrument.</li><li>5. Begin to listen and adjust individual pitches on his/her instrument to that of the ensemble.</li></ol> <p>E-1. Perform at all dynamic levels of loudness.</p> <ol style="list-style-type: none"><li>2. Tongue and slur notes as indicated by the music.</li><li>3. Perform separated tones and legato tones.</li><li>4. Perform crescendo and decrescendo.</li><li>5. Demonstrate staccato and accented styles.</li><li>6. Study standard march style.</li><li>7. Study swing style with regard to unequal division of beats.</li><li>8. Perform musical phrases with studied shapes of phrasing.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - 9-12 Concert Band/  
9-12 Wind Ensemble

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>F. Attain appropriate levels of technical facility. A3a, b, c</p> <p>G. Maintain a quality performance standard for performance group students. A1b &amp; d; A2a &amp; b; A3a, b, c; A6c</p>	<p>F-1. Demonstrate ability to perform Class B music. 2. Sight-read Class C band music. 3. Be encouraged to seek a qualified private teacher. 4. Perform in an ensemble at contest. 5. Be encouraged to perform a solo at contest. 6. Be encouraged to audition for area honors groups.</p> <p>G-1. Apply the musical skills acquired in the classroom through regular public performances as required and permitted by the instructor. 2. Be evaluated on his successful participation in, and quality of, public performance as a part of his academic music requirements. 3. Participate in all required marching activities.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by playing an instrument individually or in small or large ensembles.</p>	

**PROGRAM GOAL I:** Historical, cultural and social contexts:  
*understanding the role of the arts in people's lives.*

Grade/Course Music - 9-12 Music Theory/  
History I

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Listening: Develop a knowledge of music literature and improve critical listening skills. A6c</p> <p>B. History Survey: Gain an appreciation for the development of western music. A1a</p> <p>C. Literature: Develop familiarity with a range of composers and historic periods of music. A1a</p>	<p>A-1. Be familiar with a wide variety of music.</p> <ol style="list-style-type: none"><li>2. Recognize music of various historical periods.</li><li>3. Relate some of the effects of social, political and other forces on the development of music literature.</li><li>4. Identify examples of music from the baroque and classical periods of music from recordings.</li><li>5. Recognize main and subordinate themes in music.</li><li>6. Identify music by major historical periods or by major composers through listening.</li><li>7. Listen for specified musical forms.</li><li>8. Identify various elements of music such as melody, harmony, rhythm.</li></ol> <p>B-1. Survey the development of western music dating from pre-history through Beethoven.</p> <ol style="list-style-type: none"><li>2. Understand style in terms of periods of history: baroque and classical.</li><li>3. Understand how general musical ideas are treated differently according to the historical period of the composer.</li></ol> <p>C-1. Be able to differentiate between baroque and classical music from recordings.</p> <ol style="list-style-type: none"><li>2. Become familiar with at least two representative composers from the above periods and make a list of others.</li></ol>

**ASSESSMENT**

The learner will display competency of understanding the role of the arts in people's lives by recognizing baroque, classical, romantic and contemporary music by identifying the various periods from recorded selections of musical works.

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Arranging: Create scores/parts that could be performed by the students, their friends or others. A4; A5</p> <p>B. Ear Training: Develop accuracy in listening for exact pitches. A5; A6b &amp; c</p> <p>C. Notation: Establish basic note reading and writing skills. A5; A6a &amp; c</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Accurately transpose written parts for any common instrument. 2. Provide acceptable harmonies for a given melody and produce a soprano-alto-tenor-bass vocal score.</p> <p>B-1. Sight-sing simple scale patterns and intervals within a key signature. 2. Solfege intervals. 3. Use familiar songs for reference in identifying most common intervals.</p> <p>C-1. Memorize all notes in the treble and bass clefs. 2. Make a reference guide for other clefs. 3. Read and write notes and rests in treble and bass clefs regularly. 4. Read and write rhythms. 5. Read and write key signatures. 6. Correctly define time signatures. 7. Relate key signatures to major and minor keys and scales. 8. Understand rules of proper notation.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency in communicating through the arts by correctly notating notes, rests, key signatures, time signatures and clefs.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Form and Analysis: Identify the structure of a printed score. A3a &amp; c; A6c</p> <p>B. Acoustics: Find out what sound is and how it works. A5; A6c</p> <p>C. Harmony: Discover which combinations and progressions of tones are likely to produce a satisfactory result. A3c; A4; A5; A6a, b, c</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Analyze the chords in eighteenth century four-part examples using Roman numerals.</p> <ol style="list-style-type: none"> <li>2. Identify non-chordal tones.</li> <li>3. Identify secondary dominants.</li> <li>4. Identify principal theme, secondary theme and transitional material.</li> </ol> <p>B-1. Be aware of the physical principles of sound production.</p> <ol style="list-style-type: none"> <li>2. Be aware of the role of acoustics in performance and listening.</li> <li>3. Describe molecular wave theory.</li> <li>4. Construct a harmonic series on given fundamental.</li> <li>5. Name and describe the motor, vibrator and resonator for voice, strings, brasses, reeds, flute and percussion.</li> <li>6. Compare various tuning systems.</li> </ol> <p>C-1. Study harmonic function.</p> <ol style="list-style-type: none"> <li>2. Memorize seven basic triads groups.</li> <li>3. Construct and alter all major, minor, augmented and diminished triads.</li> <li>4. Construct a dominant seventh chord on a given pitch or in a given key.</li> </ol>
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<p><b>ASSESSMENT</b></p> <p>The learner will demonstrate competency in responding to the arts by discerning the various elements of music by identifying them while listening to recorded musical compositions or through performance of musical compositions.</p>
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<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>C. Intervals: Gain insight into the ways musicians describe the distance between two pitches. A3c; A6c</p>	<p>D-1. Sing simple scale patterns and intervals. 2. Be able to name the number value of any interval given. 3. Be able to identify intervals regarding major, minor, augmented or diminished. 4. Invert intervals. 5. Use specific intervals to construct scales and chords. 6. Use traditional Roman numeral nomenclature for indicating harmonic function and inversions. 7. Choose logical chord progressions for a given melodic passage. 8. Master eighteenth century four-part writing. 9. Identify and write inversions of chords. 10. Recognize and use common triads and tetrads.</p>

<p><b>ASSESSMENT</b></p> <p>The student will demonstrate competency in the above areas by composing short original compositions in the style of eighteenth century four-part writing.</p>
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**PROGRAM GOAL I:** Historical, cultural and social contexts:  
*understanding the role of the arts in people's lives.*

Grade/Course Music - 9-12 Music Theory/

History II

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Listening: Develop a knowledge of music literature and improve critical listening skills. A6c</p> <p>B. History Survey: Gain an appreciation for the development of western music. A1a</p> <p>C. Literature: Develop familiarity with a range of composers and historic periods of music. A1a</p>	<p>A-1. Identify examples of music from the baroque, classical, romantic and contemporary periods from recordings.</p> <ol style="list-style-type: none"><li>Identify musical forms.</li><li>Identify music by major historical periods or by major composers.</li><li>Recognize ABA, AABA, sonato-allegro, rondo, and theme and variations forms from aural sources.</li></ol> <p>B-1. Understand style in terms of periods of history: baroque, classical, romantic and contemporary.</p> <ol style="list-style-type: none"><li>Survey music history dating from Beethoven to current times.</li><li>Understand how general musical ideas are treated differently according to the historical period of the composer.</li></ol> <p>C-1. Recognize baroque, classical, romantic and contemporary music from recordings and be able to differentiate between the four periods.</p> <ol style="list-style-type: none"><li>Become familiar with at least two representative composers from the above periods and make a list of others.</li></ol>

**ASSESSMENT**

The student will demonstrate competency in the above areas by recognizing baroque, classical, romantic and contemporary music by identifying the various periods from recorded selections of musical compositions.

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Arranging: Create scores/parts that could be performed by the students, their friends or others. A4; A5</p> <p>B. Ear Training: Develop accuracy in listening for exact pitches. A5' A6b &amp; c</p> <p>C. Notation: Establish basic note reading and writing skills. A5; A6a &amp; c</p>	<p>A-1. Write a full band score with all lines transposed appropriately.</p> <p>2. Write a full orchestra score with all lines transposed appropriately.</p> <p>3. Write for a variety of small ensembles using transpositions.</p> <p>4. Understand the principles of transposition and the ranges of all instruments and voices.</p> <p>B-1. Sight-sing simple scale patterns and intervals within chromatics and accidentals.</p> <p>2. Display ability to sight-sing and take melodic, rhythmic and harmonic dictation.</p> <p>3. Drill in ear-training programs.</p> <p>C-1. Know how to assemble full scores for vocal groups, bands, orchestras and other ensembles.</p> <p>2. Know how to produce proper individual parts from the above scores.</p> <p>3. Use secondary dominants and secondary triads.</p>

<p><b>ASSESSMENT</b></p> <p>The student will demonstrate competency in the above areas by correctly arranging full scores for various large and small ensembles using proper range and transpositions.</p>
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**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - 9-12 Music Theory/

History II

**INSTRUCTIONAL OBJECTIVE**

D. Composition: Provide students an opportunity to apply their appreciation/theory skills to original musical ideas. A3a; A4; A5; A6a

**Suggested Classroom Activities to Meet IO**

- D-1. Write a motif and develop it into a phrase or theme using various types of imitation.
  - 2. Compose a first movement for a sonatina using eighteenth century sonata-allegro form.
  - 3. Explore common forms such as sonata-allegro, rondo theme and variations, concerto.

**ASSESSMENT**

The student will demonstrate competency in the above areas by correctly arranging full scores for various large and small ensembles using proper range and transpositions.

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Form and Analysis: Grasp the structure of various formats of musical composition. A3a &amp; c; A6c</p> <p>B. Acoustics: Find out what sound is and how it works. A5; A6c</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Analyze the chords in eighteenth century four-part examples using Roman numerals.</p> <ol style="list-style-type: none"> <li>2. Identify the harmonic cadences in eighteenth century music.</li> <li>3. Recognize ABA, AABA, sonata-allegro, rondo, and theme and variations forms from written scores.</li> <li>4. Identify non-chordal tones: free passing tones, appoggiatura, escape tone, cambiata.</li> <li>5. Identify motif.</li> <li>6. Identify antecedent and consequence.</li> <li>7. Identify imitation by repetition and serial imitation.</li> <li>8. Identify principal theme, secondary theme and transitional material.</li> <li>9. Find the source for material used in the development section of a piece.</li> <li>10. Identify common forms such as sonata-allegro, rondo theme and variations, concerto, song forms.</li> </ol> <p>B-1. Use scientific terms to describe the elements of sound.</p> <ol style="list-style-type: none"> <li>2. Compare the physical nature of sound with the development of Western harmony.</li> <li>3. Have knowledge of room acoustics.</li> <li>4. Compare Just, Pythagorean, and equal-tempered tuning, and indicate how each is used.</li> </ol>
<p><b>ASSESSMENT</b></p> <p>The student will demonstrate competency in the above areas through formal analysis of various music scores.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>C. Harmony: Discover which combinations and progressions of tones are likely to produce a satisfactory result. A3c; A4; A5; A6a, b, c</p> <p>D. Intervals: Gain insight into the ways musicians describe the distance between two pitches. A3c; A6c</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>C-1. Master harmonic function. 2. Take voice-leading into consideration for all future music writing.</p> <p>D-1. Sight-sing difficult intervals. 2. Take interval into consideration for all future music writing. 3. Identify intervals through melodic dictation.</p>
<p><b>ASSESSMENT</b></p> <p>The student will demonstrate competency in the above areas through formal analysis of various music scores.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Have an opportunity to be creative and perform. A1b</p> <p>B. Develop an understanding of the five elements of music: melody, harmony, rhythm, tone color and form. A3b, c, e</p> <p>C. Develop an understanding of a good choral sound. A6c</p> <p>D. Develop part singing. A6c</p> <p>E. Attend weekly homogeneous vocal class.</p> <p>F. Understand language of lead voice, falsetto.</p>	<p>A-1. Perform at competitions. 2. Use physical movement to repertoire. 3. Perform forms of musical theater. 4. Create activities of own choice. 5. Perform for community.</p> <p>B-1. Discuss repertoire in terms of content and how it relates to the five elements of music. 2. Discuss musical terms as they apply to the elements of music (i.e., note, rest, p, f, ritardando, time and key signatures).</p> <p>C-1. Sing appropriate repertoire with a concentration of posture, breathing, vowel placement, matching pitch. a. Analyze outside groups, recordings and each other in relation to proper choral sound. b. Analyze own public performance.</p> <p>D-1. Sing rounds and descants. 2. Rehearse particular sections. 3. Sing against another part.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by singing individually or in small or large ensembles.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Analyze and critique form in a particular piece or a performance. A3a, b, c</p> <p>B. Further understand the social and emotional meanings of a piece being performed and heard. A4</p> <p>C. Evaluate different musical art forms and properly evaluate a piece or performance. A3a, b, c, e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Use musical language in describing the form of a piece. 2. Correlate musical art forms with other art forms.</p> <p>B-1. Analyze lyric of the song. 2. Allow for individual interpretation of the meaning of a piece (i.e., draw picture while listening to music).</p> <p>C-1. Video and audio tape own performance and evaluate by: 1. Using group discussion. 2. Written critique. 2. Evaluate compositions being sung. 3. Have knowledge of basic musical terms in describing an art form.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will demonstrate competency in discerning between the various elements of music by identifying them while listening to recorded musical compositions or through performance.</p>	

**PROGRAM GOAL I:** Historical, cultural and social contexts:  
*understanding the role of the arts in people's lives.*

Grade/Course Music - 8th Choir

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Study a variety of cultures and times to discover how art forms have been transmitted from one generation to another. A1a</p> <p>B. Examine the similarities and differences of how various art forms influence and/or express an idea or event. A1a; A3a, b, c; A4</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Sing a variety of appropriate repertoire, (i.e., classical, folk, sacred, pop, multi-cultural, patriotic, seasonal).</p> <ol style="list-style-type: none"><li>2. Guest speaker/performer and have students critique.</li><li>3. Audio/visual aids.</li></ol> <p>B-1. Interdisciplinary study using the various art forms of a particular event, time period or style.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency through memorization of musical pieces representing three different cultures/time periods.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Have an opportunity to be creative and perform. A1b</p> <p>B. Develop an understanding of a good choral sound. A6c</p> <p>C. Develop part singing. A6c</p> <p>D. Develop an understanding of the five elements of music: melody, harmony, rhythm, tone color and form. A3b, c, e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Perform at competitions.                  2. Use physical movement to repertoire.                  3. Perform forms of musical theater.                  4. Create activities of own choice.                  5. Perform for community.</p> <p>B-1. Sing appropriate repertoire with a concentration of posture, breathing, vowel placement, matching pitch.                  a. Analyze outside groups, recordings and each other in relation to proper choral sound.                  b. Analyze own public performance.</p> <p>C-1. Sing rounds and descants.                  2. Rehearse particular sections.                  3. Sing against another part.                  4. Recognize treble and bass clef voice ranges.                  5. Study of voice changes.</p> <p>D-1. Discuss repertoire in terms of content and how it relates to the five elements of music.                  2. Discuss musical terms as they apply to the elements of music (i.e., note, rest, p, f, ritardando, time and key signatures).                  3. Vocally demonstrate the understanding of the elements of music.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by singing individually or in small ensembles.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Analyze and critique form in a particular piece or a performance. A3a, b, c</p> <p>B. Further understand the social and emotional meanings of a piece being performed and heard.</p> <p>C. Evaluate different musical art forms and properly evaluate a piece or performance. A3a, b, c, e</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Use musical language in describing the form of a piece.                  2. Correlate musical art forms with other art forms (i.e., visual and audio art).</p> <p>B-1. Video and audio tape own performance and evaluate by:                  a. Using group discussion.                  b. Written critique.                  2. Evaluate compositions being sung.                  3. Have knowledge of basic musical terms in describing an art form.</p> <p>C-1. Video and audio tape own performance and evaluate by:                  a. Using group discussion.                  b. Written critique.                  2. Evaluate compositions being sung.                  3. Have knowledge of basic musical terms in describing an art form.</p>
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<p><b>ASSESSMENT</b></p> <p>The learner will demonstrate competency in discerning between the various elements of music by identifying them while listening to/performing musical compositions.</p>
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**PROGRAM GOAL I:** Historical, cultural and social contexts:  
*understanding the role of the arts in people's lives.*

Grade/Course Music - 9-12 High School Choir

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Study a variety of cultures and times to discover how art forms have been transmitted from one generation to another. A1a</p> <p>B. Examine the similarities and differences of how various art forms influence and/or express an idea or event. A1a, A3a, b, c</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Sing a variety of appropriate repertoire (i.e., classical, folk, sacred, pop, multi-cultural, patriotic, seasonal).</p> <ol style="list-style-type: none"><li>2. Guest speaker/performer and have students critique.</li><li>3. Audio/visual aids to compare outside influences with music.</li><li>4. Study life and times of the composer of the piece being performed.</li></ol> <p>B-1. Interdisciplinary study using the various art forms of a particular event, time period or style.</p> <ol style="list-style-type: none"><li>2. Interview artists, community, etc. to gather information about their music philosophies.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency through memorization of musical pieces representing three different cultures/time periods.</p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Have an opportunity to be creative and branch out in other areas. A1a &amp; b, A2a &amp; b, A4</p> <p>B. Develop an understanding of a good choral sound and a continuation of fundamentals. A1c, A3, A6</p> <p>C. Develop part singing. A1b &amp; d, A3c &amp; f, A6b &amp; c</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Perform at competitions. 2. Use physical movement to repertoire. 3. Perform forms of musical theater. 4. Create activities of own choice. 5. Perform for community. 6. Study possibility of music careers and lifelong activities. 7. Learn about other areas such as history while traveling and performing.</p> <p>B-1. Sing appropriate repertoire with a concentration of posture, breathing, vowel placement, matching pitch. a. Analyze outside groups, recordings and each other in relation to proper choral sound. b. Analyze own public performance. c. Attend and analyze other public performances. 2. Continuation of proper tone production through study of physical techniques in singing. a. Diagrams of nasal passages, soft palette, diaphragm.</p> <p>C-1. Rehearse particular sections. 2. Sing against another part. 3. Recognize treble and bass clef voice ranges. 4. Study of voice changes. 5. Sight-read material in parts. 6. Vocal warmups sung in parts and as rounds. 7. Self-analyzation of blend, balance, intonation.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by singing individually or in small ensembles.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - 9-12 High School Choir

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
D. Develop an understanding of the five elements of music: melody, harmony, rhythm, tone color and form. A2b, A3a, c, f	D-1. Discuss repertoire in terms of content and how it relates to the five elements of music. 2. Discuss musical terms as they apply to the elements of music (i.e., note, rest, p, f, ritardando, time and key signatures). 3. Vocally demonstrate the understanding of the elements of music. 4. Sight-read intervals with solfege syllables, rhythmic and melodic exercises.

<b>ASSESSMENT</b>

INSTRUCTIONAL OBJECTIVE	Suggested Classroom Activities to Meet IO
<p>A. Analyze and critique form in a particular piece or a performance. A1d, A3, A4, A6</p> <p>B. Understand further the social and emotional meanings of a piece being performed and heard. A1a, A3e, A4, A6</p> <p>C. Evaluate different musical art forms and properly evaluate a piece or performance. A1a, A3c, A4, A6</p>	<p>A-1. Use musical language in describing the form of a piece.                  2. Correlate musical art forms with other art forms.                  3. Study the distinguishing historical characteristics of the piece being used.</p> <p>B-1. Analyze lyric of the song.                  2. Allow for individual interpretation of the meaning of a piece.                  3. Musically "vocalize" to interpret certain styles (i.e., interpret a Renaissance sound with a light, straight tone).</p> <p>C-1. Video and audio tape own performance and evaluate by:                  a. Using group discussion.                  b. Written critique.                  c. Finding solutions to problems.                  2. Evaluate compositions being sung.                  3. Have knowledge of basic musical terms in describing an art form.                  4. Attend other performances and be able to evaluate, compare and contrast.                  5. View videos concerning different musical art forms, artists and productions.</p>

ASSESSMENT
<p>The learner will demonstrate competency in discerning between the various elements of music by identifying them while listening to/performing musical compositions.</p>

**PROGRAM GOAL I:** Historical, cultural and social contexts:  
*understanding the role of the arts in people's lives.*

Grade/Course Music - HS Jazz Singers/Show Choir

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Study a variety of cultures and times to discover how art forms have been transmitted from one generation to another. A1a &amp; c, A3e, A4</p> <p>B. Examine the similarities and differences of how various art forms influence and/or express an idea or event. A1e, A3a &amp; e, A4</p>	<p>A-1. Sing a variety of appropriate repertoire (i.e., classical, folk, sacred, pop, multi-cultural, patriotic, seasonal).</p> <ol style="list-style-type: none"><li>2. Guest speaker/performer and have students critique.</li><li>3. Audio/visual aids to compare outside influences with music.</li><li>4. Study life and times of the composer of the piece being performed.</li></ol> <p>B-1. Interdisciplinary study using the various art forms of a particular event, time period or style.</p> <ol style="list-style-type: none"><li>2. Interview artists, community, etc. to gather information about their music philosophies.</li></ol>

**ASSESSMENT**

The learner will display competency through memorization of musical pieces representing three different cultures/time periods.

**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - HS Jazz Singers/Show Choir

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Have an opportunity to be creative and branch out in other areas. A1a &amp; b, A2a &amp; b, A4</p> <p>B. Develop an understanding of a good choral sound and a continuation of fundamentals. A1c, A3, A6</p> <p>C. Develop part singing. A1b &amp; d, A3c &amp; f, A6b &amp; c</p>	<p>A-1. Perform at competitions. 2. Use physical movement to repertoire. 3. Perform forms of musical theater. 4. Create activities of own choice. 5. Perform for community. 6. Study possibility of music careers and lifelong activities.</p> <p>B-1. Sing appropriate repertoire with a concentration of posture, breathing, vowel placement, matching pitch. a. Analyze outside groups, recordings and each other in relation to proper choral sound. b. Analyze own public performance. c. Attend and analyze other public performances. 2. Continuation of proper tone production through study of physical techniques in singing. a. Diagrams of nasal passages, soft palette, diaphragm.</p> <p>C-1. Rehearse particular sections. 2. Sing against another part. 3. Recognize treble and bass clef voice ranges. 4. Study of voice changes. 5. Sight-read material in parts. 6. Vocal warmups sung in parts and as rounds. 7. Self-analyzation of blend, balance, intonation.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by singing individually or in small ensembles.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - HS Jazz Singers/Show Choir

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>D. Develop an understanding of the five elements of music: melody, harmony, rhythm, tone color and form. A2b, A3a, c, f</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>D-1. Discuss repertoire in terms of content and how it relates to the five elements of music.</p> <ol style="list-style-type: none"><li>2. Discuss musical terms as they apply to the elements of music (i.e., note, rest, p, f, ritardando, time and key signatures).</li><li>3. Vocally demonstrate the understanding of the elements of music.</li><li>4. Sight-read intervals with solfege syllables, rhythmic and melodic exercises.</li></ol>
<p><b>ASSESSMENT</b></p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Analyze and critique form in a particular piece or a performance. A1d, A3, A4, A6</p> <p>B. Understand further the social and emotional meanings of a piece being performed and heard. A1a, A3a, A4, A6</p> <p>C. Evaluate different musical art forms and properly evaluate a piece or performance. A1a, A3e, A4, A6</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Use musical language in describing the form of a piece.                  2. Correlate musical art forms with other art forms.                  3. Study the distinguishing historical characteristics of the piece being used.</p> <p>B-1. Analyze lyric of the song.                  2. Allow for individual interpretation of the meaning of a piece.                  3. Musically "vocalize" to interpret certain styles (i.e., interpret a Renaissance sound with a light, straight tone).</p> <p>C-1. Video and audio tape own performance and evaluate by:                  a. Using group discussion.                  b. Written critique.                  c. Finding solutions to problems.                  2. Evaluate compositions being sung.                  3. Have knowledge of basic musical terms in describing an art form.                  4. Attend other performances and be able to evaluate, compare and contrast.                  5. View videos concerning different musical art forms, artists and productions.</p>
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<p><b>ASSESSMENT</b></p> <p>The learner will demonstrate competency in discerning between the various elements of music by identifying them while listening to/performing musical compositions.</p>
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**PROGRAM GOAL I:** Historical, cultural and social contexts:  
*understanding the role of the arts in people's lives.*

Grade/Course Music - HS Women's Choir

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Study a variety of cultures and times to discover how art forms have been transmitted from one generation to another. A1a &amp; c, A3e, A4</p> <p>B. Examine the similarities and differences of how various art forms influence and/or express an idea or event. A1e, A3a &amp; e, A4</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Sing a variety of appropriate repertoire (i.e., classical, folk, sacred, pop, multi-cultural, patriotic, seasonal).</p> <ol style="list-style-type: none"><li>2. Guest speaker/performer and have students critique.</li><li>3. Audio/visual aids to compare outside influences with music.</li><li>4. Study life and times of the composer of the piece being performed.</li></ol> <p>B-1. Interdisciplinary study using the various art forms of a particular event, time period or style.</p> <ol style="list-style-type: none"><li>2. Interview artists, community, etc. to gather information about their music philosophies.</li></ol>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency through memorization of musical pieces representing three different cultures/time periods.</p>	

<b>INSTRUCTIONAL OBJECTIVE</b>	<b>Suggested Classroom Activities to Meet IO</b>
<p>A. Have an opportunity to be creative and branch out in other areas. A1b &amp; c, A2a &amp; b, A4</p> <p>B. Develop an understanding of a good choral sound and a continuation of fundamentals. A1c, A3, A6</p> <p>C. Develop part singing. A1b &amp; d, A3c &amp; f, A6b &amp; c</p>	<p>A-1. Perform at competitions. 2. Use physical movement to repertoire. 3. Perform forms of musical theater. 4. Create activities of own choice. 5. Perform for community. 6. Study possibility of music careers and lifelong activities.</p> <p>B-1. Sing appropriate repertoire with a concentration of posture, breathing, vowel placement, matching pitch. a. Analyze outside groups, recordings and each other in relation to proper choral sound. b. Analyze own public performance. c. Attend and analyze other public performances. 2. Continuation of proper tone production through study of physical techniques in singing. a. Diagrams of nasal passages, soft palette, diaphragm.</p> <p>C-1. Rehearse particular sections. 2. Sing against another part. 3. Recognize treble and bass clef voice ranges. 4. Study of voice changes. 5. Sight-read material in parts. 6. Vocal warmups sung in parts and as rounds. 7. Self-analyzation of blend, balance, intonation.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will display competency of personal expression and production/performance by singing individually or in small ensembles.</p>	

**PROGRAM GOAL II:** Personal expression and production/performance:  
*communicating through the arts.*

Grade/Course Music - HS Women's Choir

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>D. Develop an understanding of the five elements of music: melody, harmony, rhythm, tone color and form. A2b, A3a, c, f</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>D-1. Discuss repertoire in terms of content and how it relates to the five elements of music.</p> <p>2. Discuss musical terms as they apply to the elements of music (i.e., note, rest, p, f, ritardando, time and key signatures).</p> <p>3. Vocally demonstrate the understanding of the elements of music.</p> <p>4. Sight-read intervals with solfege syllables, rhythmic and melodic exercises.</p>
<p><b>ASSESSMENT</b></p>	

<p><b>INSTRUCTIONAL OBJECTIVE</b></p> <p>A. Analyze and critique form in a particular piece or a performance. A1d, A3, A4, A6</p> <p>B. Understand further the social and emotional meanings of a piece being performed and heard. A1a, A3e, A4, A6</p> <p>C. Evaluate different musical art forms and properly evaluate a piece or performance. A1a, A3c, A4, A6</p>	<p><b>Suggested Classroom Activities to Meet IO</b></p> <p>A-1. Use musical language in describing the form of a piece.                  2. Correlate musical art forms with other art forms.                  3. Study the distinguishing historical characteristics of the piece being used.</p> <p>B-1. Analyze lyric of the song.                  2. Allow for individual interpretation of the meaning of a piece.                  3. Musically "vocalize" to interpret certain styles (i.e., interpret a Renaissance sound with a light, straight tone).</p> <p>C-1. Video and audio tape own performance and evaluate by:                  a. Using group discussion.                  b. Written critique.                  c. Finding solutions to problems.                  2. Evaluate compositions being sung.                  3. Have knowledge of basic musical terms in describing an art form.                  4. Attend other performances and be able to evaluate, compare and contrast.                  5. View videos concerning different musical art forms, artists and productions.</p>
<p><b>ASSESSMENT</b></p> <p>The learner will demonstrate competency in discerning between the various elements of music by identifying them while listening to/performing musical compositions.</p>	