

Worthington Schools



Secondary Vocal Music Graded Course of Study 2015

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Vocal Music Graded Course of Study

The Worthington community deeply values choral education. The study of music within the choir genre provides Worthington students with the opportunity to learn about their unique American heritage and other traditions and cultures of the world through the study of the voice and choral literature.

The choral repertoire includes a diverse selection of music from many time periods. Teachers work to find the most appropriate arrangements for the learning of all students. Sacred, secular, and multicultural choral literature will be utilized to provide a wide variety of musical experiences. The foundations of choral literature originated in sacred settings, thus the study of this genre is essential to learning the basis of today's choral settings and arrangements. Secular music provides additional cultural exposure along with this historically sacred basis.

The choir curriculum in Worthington formally begins at the elementary level. Additional co-curricular performance opportunities outside the realm of the choir curriculum are made available to interested students at all levels. These include, but are not limited to, a cappella ensembles, solo/ensemble experiences, and various "auditioned" choirs across the state and nation.

Elementary Choral Program: The curriculum involves developmentally appropriate technical material and choral literature. As determined by the teacher, this choir will serve as an introduction to part singing. This choir introduces music literacy, including notation and sight-singing skills, vocal technique, and expressive artistry. Students in this choir perform in a variety of concert settings. This choir may be invited to represent the community at other regional or national events. Students are encouraged to perform with other ensembles including, but not limited to, middle and high school groups.

Middle School Choral Program: The curriculum involves developmentally appropriate technical material and choral literature. As determined by the teachers, these choirs will extend part singing to include three and four parts. Each student in this program will develop skills in music literacy (including music theory, notation, and sight-singing), vocal technique, and expressive artistry. Performances include, but are not limited to, evening concerts, adjudicated events (ie. OMEA), community events, school assemblies, and district festivals. These choirs may be invited to represent the community at other regional or national events.

High School Choral Program: Membership in one or more high school choirs is based on previous experience, and/or audition with a high school choir director. This process ensures the student is placed into an ensemble that meets his or her needs, abilities, and technical skills. Choirs at this level meet on a daily basis and have a variety of performance commitments both within and outside the school day. Each student in this program will extend and master skills in music literacy (including music theory, notation, and sight-singing), vocal technique, and expressive artistry. Performances include, but are not limited to, evening concerts, adjudicated events (ie. OMEA), community events, school assemblies, and district festivals. These choirs may be invited to represent the community at other regional or national events. Students are encouraged to perform with other ensembles including, but not limited to, elementary, middle, and high school groups. Students are encouraged to expand their music education through private instruction with a specialist.

Writing Team:

- Michelle Cappetta
- Jessica Evans
- Dameon Jones
- Christa Price
- Jacob Reed
- Pam Senek

7th grade Choral Music
Perceiving/Knowing/Creating (CE)

I can recognize the form of a varied repertoire of music.

*1CE Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.

I can identify the style and historical period of various music examples.

*2CE Identify the style and historical period of various music examples.

I can recognize and identify historical and cultural contexts that have influenced music.

*3CE Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.

Producing/Performing (PR)

I can sing a variety of music alone and with others.

I can sing with expression.

I can sing with technical accuracy. (Based on the Ohio Music Educators Association's performance standards)

I can sing with developmentally appropriate intonation.

I can follow the cues of a conductor.

*1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.

I can sing a variety of music alone and with others.

I can sing with good posture.

I can support a healthy tone quality with good breathing.

*2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.

I can read rhythmic patterns in a variety of meters.

I can write rhythmic patterns in a variety of meters.

I can perform rhythmic patterns in a variety of meters.

I can read pitch patterns in a variety of meters.

I can write pitch patterns in a variety of meters.

I can perform pitch patterns in a variety of meters.

I can sing whole steps, half steps, and other intervals accurately.

*4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

I can use the movable Do system to notate the solfege of a variety of major scales.

I can perform major scales.

*5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).

I can read melodies in treble and bass clef using key signatures.

I can notate melodies in treble and bass clef using key signatures.

*6PR Read and notate melodies in treble and bass clef using key signatures.

Responding/Reflecting (RE)

I can evaluate the quality of a music performance and composition including my own.

*1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.

I can compare and contrast a variety of live or recorded music.

I can demonstrate appropriate rehearsal, performance, and audience etiquette.

*2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.

I can explain how and why people use music.

*4RE Explain how and why people use and respond to music.

8th grade Choral Music
Perceiving/Knowing/Creating (CE)

I can identify whole steps, half steps, and other intervals accurately.

*3CE Identify intervals and concert pitches in major and natural minor scales.

I can identify major key signatures and find Do.

*4CE Identify key signatures of major scales.

Responding/Reflecting (RE)

I can evaluate the quality of a music performance and composition including my own.

*1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.

I can express how music performance and settings affect audience response.

*4RE Express how music performance and settings affect audience response.

Producing/Performing (PR)

I can sing a variety of music alone and with others.

I can sing with expression.

I can sing with technical accuracy. (Based on the Ohio Music Educators Association's performance standards)

I can sing with developmentally appropriate intonation.

I can follow the cues of a conductor.

*1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.

I can sing a variety of music alone and with others.

I can sing with good posture.

I can support a healthy tone quality with good breathing.

*2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.

I can demonstrate the common beat patterns used by conductors.

*4PR Demonstrate the common beat patterns used by conductors.

I can read rhythmic patterns in a variety of meters.

I can write rhythmic patterns in a variety of meters.

I can perform rhythmic patterns in a variety of meters.

I can read pitch patterns in a variety of meters.

I can write pitch patterns in a variety of meters.

I can perform pitch patterns in a variety of meters.

I can sing whole steps, half steps, and other intervals accurately.

*5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

I can sing major scales.

*6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).

High School Choral Music I
Perceiving/Knowing/Creating (CE)

I can define music vocabulary found in my music.

*1CE Define vocabulary in all rehearsed and performed music.

I can identify musical terms and symbols for articulation and expression found in my music.

*2CE Identify musical terms and symbols for articulation and expression.

I can recognize and describe any of the following: melody, rhythm, dynamics, form, harmony, tone color, and texture (the elements of music).

*3CE Recognize and describe the elements of music.

I can use form to understand the music I am singing.

*5CE Identify musical forms used in vocal and instrumental genres from various historical periods.

I can identify the social contexts of the music to better understand what I am singing.

*6CE Identify the social contexts from which music of various cultures evolved.

Producing/Performing (PR)

I can sing a variety of music alone and with others.

*1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.

I can demonstrate appropriate rehearsal, performance, and audience etiquette.

*2PR Prepare and accurately perform a varied repertoire of ensemble music.

I can accurately sight-read using solfege and a counting system at an appropriate level.

*3PR Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.

I can sing with technical accuracy. (Based on the Ohio Music Educators Association's performance standards)

I can sing with expression.

I can sing with developmentally appropriate intonation.

I can sing with proper posture, breath control, and tone quality.

*4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.

I can follow the cues of a conductor (student or teacher).

*5PR Respond appropriately to the cues of the conductor or section leader.

Responding/Reflecting (RE)

I can assess myself and others, at an appropriate level, using the Ohio Music Educators Association's performance standards.

*1RE Identify assessment practices that can help demonstrate their learning and progress made in music.

I can use appropriate musical vocabulary to articulate the aesthetic qualities of performances.

*2RE Respond to aesthetic qualities of a performance using music terminology.

I can explain how the elements of music were used to express the meaning of a piece.

*4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.

High School Choral Music II Perceiving/Knowing/Creating (CE)

I can interpret articulations, expressive symbols and terms while singing.

*1CE Interpret articulations, expressive symbols and terms while performing.

I can describe the elements of music and their functions.

*4CE Describe the elements of music and their functions.

I can identify major and minor keys.

*6CE Identify modality aurally and visually.

I can use form to understand the music I am singing.

*7CE Identify musical forms used in vocal and instrumental genres from world cultures.

I can describe the social and political contexts of the music to better understand what I am singing.

*8CE Describe how music reflects the social and political events of history and the role of the musician in history and culture.

Producing/Performing (PR)

I can sing a variety of music alone and with others.

*1PR Sing or play an increasingly varied repertoire of music representing diverse genres and cultures, alone and in ensembles.

I can demonstrate appropriate rehearsal, performance, and audience etiquette.

*2PR Prepare and accurately perform a varied repertoire of ensemble music.

I can accurately sight-read using solfege and a counting system at an appropriate level.

*3PR Demonstrate sight-reading abilities at a developing level of complexity equal to or above the level of complexity found in the literature chosen for performance.

I can sing with technical accuracy (Based on the Ohio Music Educators Association's performance standards).

I can sing with expression.

I can sing with developmentally appropriate intonation.

I can sing with proper posture, breath control, and tone quality.

*4PR Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group.

Responding/Reflecting (RE)

I can assess myself and others, at an appropriate level, using the Ohio Music Educators Association's performance standards.

*1RE Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy.

I can describe how the use of elements of music affects the aesthetic impact of a music selection.

*2RE Describe how the use of elements of music affects the aesthetic impact of a music selection.

I can discuss how the purpose, meaning and value of music changes because of the impact of life experiences.

*3RE Discuss how the purpose, meaning and value of music changes because of the impact of life experiences.

I can analyze and determine the correct technique required for proper tone production.

*4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.

I can describe how elements of music affect expression in a varied repertoire.

*5RE Describe the use of elements of music as they relate to expression in a varied repertoire of music.

High School Choral Music III

Perceiving/Knowing/Creating (CE)

I can interpret articulations, expressive symbols and terms while singing.

*1CE Interpret music symbols and terms expressively while performing a varied repertoire of music.

I can compare and contrast musical forms in the music I am singing.

*5CE Compare and contrast musical forms used in vocal and instrumental genres.

I can identify major and minor keys.

*7CE Aurally and visually identify the tonality of a given work in relation to intervals and scales.

Producing/Performing (PR)

I can sing alone and in an ensemble demonstrating a high degree of musicality (Based on the Ohio Music Educators Association's performance standards).

*1PR Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.

I can demonstrate appropriate rehearsal, performance, and audience etiquette.

*2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature.

I can accurately sight-read using solfege and a counting system at an appropriate level.

*3PR Demonstrate sight-reading abilities at an intermediate level of complexity.

I can sing alone and in an ensemble demonstrating a high degree of musicality (Based on the Ohio Music Educators Association's performance standards).

*4PR Perform an appropriate part in an ensemble demonstrating well-developed ensemble skills.

Responding/Reflecting (RE)

I can demonstrate and assess fundamental music concepts.

I can demonstrate and assess music literacy.

*1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.

I can understand and discuss differing responses to the aesthetic qualities of performance.

*2RE Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses.

I can assess how elements of music are used in a work to create images or evoked emotions.

*3RE Assess how elements of music are used in a work to create images or evoke emotions.

High School Choral Music IV

Perceiving/Knowing/Creating (CE)

I can interpret articulations, expressive symbols and terms from different genres and time periods.

*1CE Interpret music symbols and terms in light of historical and stylistic context.

I can assess my own skills and abilities and choose music that best represents my musical accomplishments.

*6CE Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work).

Producing/Performing (PR)

I can sing advanced literature, alone and in an ensemble, demonstrating a high degree of musicality (Based on the Ohio Music Educators Association's performance standards).

*1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.

I can demonstrate mastery of rehearsal, performance, and audience etiquette.

*2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.

I can follow the cues of a conductor

*4PR Demonstrate the common beat patterns used by conductors.

*2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.

*4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

I can demonstrate mastery of sight-read using solfège and a counting system at an appropriate level.

*3PR Demonstrate sight-reading abilities at a mastery level of complexity.

I can sing a significant music composition and understand the context of the work.

*7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form.

Responding/Reflecting (RE)

I can select, organize, and present personal works to show progress in music (Extension Learning Target).

*1RE Apply assessment practices to select, organize and present personal works to show their growth and development in music.

I can describe how compositional devices and techniques are used in a varied repertoire of music to provide unity, variety, tension and release.

*2RE Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and release in a music work.

I can understand and discuss differing responses to the aesthetic qualities of performance.

I can discuss why and how culture, environment, and personal values affect musical experiences and aesthetic responses.

*3RE Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.

I can develop and apply criteria for evaluating quality and effectiveness of musical performances.

I can develop and apply criteria for evaluating quality and effectiveness of compositions.

*4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.

I can develop and articulate a personal philosophy about the purpose and value of music.

*5RE Develop and articulate a personal philosophy about the purpose and value of music.

I can evaluate potential musical career choices and develop a personal strategic career plan (Extension Learning Target).

*6RE Evaluate potential musical career choices and develop a personal strategic career plan.

*1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.

MIDDLE SCHOOL GENERAL MUSIC INTRODUCTION

The Worthington Music Content Standards are aligned with the Ohio Department of Education 2012 Re-Visioned Arts Content Standards for music. Through these standards, our intent is to ensure that students experience, understand and value the arts in their everyday lives as contributing citizens of a diverse society. The music program is built on an eclectic orientation. Many of the approaches are influenced by the pedagogical premises of Carl Orff's Schulwerk, Zoltan Kodaly, Emile Jacques-Dalcroze.

The following principles are the foundation of the program:

- Music learning in the Middle School has a greater focus on notation practice and performance, fostering the idea of lifelong music learning.
- Meaning is brought through exposure of varied musical experiences. Diversity of student abilities, talents, and interests are recognized and implemented into higher level learning.

Characteristics of the music education program include:

- All students are involved in activities that represent a wide range of musical processes. These may include these focus areas: moving, speaking/singing, listening, playing, reading/notating, and creating/improvising.
- Planning reflects the use of multiple essential experiences in every lesson. Multiple content statements are experienced, developed, refined and/or assessed in every lesson.
- Program decisions are based on the ongoing assessment of students as they participate in music activities.
- Activities are adapted for individual differences. Each child experiences a high degree of success in both classroom demonstrations and ensemble experiences.
- The music program functions as a part of the total education program in the school; music specialists and classroom teachers integrate appropriate content to reinforce continuity in student learning.
- The music program provides opportunities for students to demonstrate their skills, abilities and passions at all levels.

Program Description

The middle school music program enables students to explore musical concepts by developing those skills, knowledge, and experiences initiated in the elementary grades. General Music emphasizes the components of melody, rhythm, dynamics, timbre, texture, form, and style. Through the study of these fundamentals, the students will develop performing, creating, writing, researching, and listening techniques which will promote musical growth.

Several major components constitute the essence of the K-12 music program:

- An emphasis on acquiring the skills necessary to perform a variety of music activities
- Experiences with the elements of music: rhythm, melody, harmony, form, and expressive qualities
- The development of aesthetic judgment through analytical and critical listening
- Opportunities to share musical experiences through demonstration and performance

The ability to perform, to create, and to listen to music with understanding is a goal for every middle school student. Individual and special needs of children are also recognized. In addition, the program continues to reinforce the transmission of our cultural heritage and to promote the understanding of other cultures.

Several major components constitute the essence of the K-12 music program:

- An emphasis on acquiring the skills necessary to perform a variety of music activities
- Experiences with the elements of music: rhythm, melody, harmony, form, and expressive qualities
- The development of aesthetic judgment through analytical and critical listening
- Opportunities to share musical experiences through demonstration and performance

Framework Descriptions for the 2012 Re-Visioned Arts Content Standards

The updated Ohio arts standards framework for the general music curriculum grades 7-8 reorganizes the content of the fine arts standard goals—historical, cultural and social contexts; creative expression and communication; analyzing and responding; valuing the arts/aesthetic reflection; and connections, relationships and applications—under process goals fundamental to learning and emphasized in the arts. These are *perceiving/knowing, producing/performing and responding/reflecting*.

In alignment with the updated Ohio arts standards, the Worthington GCOS framework includes: enduring understandings; progress points; cognitive and creative processes and content statements.

- **Enduring Understandings:** These are overarching and long-term goals for all students throughout their educational lives. These four aims—personal choice and vision; critical and creative thinking; authentic application and collaboration and literacy remain constant across K-12 grade levels and all four arts disciplines.
- **Progress Points:** These statements identify *broad* arts learning targets for students' creative and cognitive growth at certain grade and developmental stages in a continuum of K-12 arts education, namely for K-2, 3-5, 6-8 and high school.
- **Three Cognitive and Creative Learning Processes:** These processes fundamental to the arts learning—*perceiving/knowing, producing/performing and responding/*

Middle School General Music
7th Grade
Perceiving/Knowing/Creating (CE)

I can recognize form in world (Western and non-Western) and popular music.

I can identify form in world (Western and non-Western) and popular music.

I can demonstrate form in world (Western and non-Western) and popular music.

*1CE Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.

I can identify the historical period of various musical examples.

I can identify the style of various musical examples.

*2CE Identify the style and historical period of various music examples.

I can recognize historical contexts that have influenced music.

I can identify historical contexts that have influenced music.

*3CE Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.

I can identify the key signature of a C major scale.

*4CE Identify key signatures of major scales.

I can use music vocabulary at an appropriate level to describe a variety of music.

*5CE Describe a varied repertoire of music with appropriate music vocabulary.

I can identify various musical careers (e.g. education, radio, technical).

*6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).

Producing/Performing (PR)

I can perform a variety of music at an appropriate level that includes changes in tempo, key and meter.

*1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.

I can accurately perform alone and with others at an appropriate level.

I can perform with proper posture to produce an appropriate tone quality.

*2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.

I can improvise, compose and arrange music at an appropriate level.

*3PR Improvise, compose and arrange music.

I can read a variety of rhythmic and melodic patterns.

I can write a variety of rhythmic and melodic patterns.

I can perform a variety of rhythmic and melodic patterns.

*4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

I can recognize and notate a variety of scales.

*5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).

I can read and notate melodies in treble and bass clef.

I can recognize key signatures.

*6PR Read and notate melodies in treble and bass clef using key signatures.

Responding/Reflecting (RE)

I can apply multiple criteria to evaluate the quality of a musical performance.

I can apply multiple criteria to evaluate the effectiveness of a musical performance.

I can apply multiple criteria to evaluate the quality of a composition.

I can apply multiple criteria to evaluate the effectiveness of a composition.

*1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.

I can compare a variety of live music performances using appropriate audience etiquette.

I can contrast a variety of live music performances using appropriate audience etiquette.

I can compare a variety of recorded music performances using appropriate audience etiquette.

I can contrast a variety of recorded music performances using appropriate audience etiquette.

*2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.

I can use criteria based on elements of music to support personal musical preferences.

*3RE Develop criteria based on elements of music to support personal preferences for specific music works.

I can explain how and why people use and respond to music.

*4RE Explain how and why people use and respond to music.

I can compare the meaning of common terms in various arts disciplines.

I can contrast the meaning of common terms in various arts disciplines.

*5RE Compare and contrast the meaning of common terms and processes used in various arts disciplines.

8th Grade
Perceiving/Knowing/Creating (CE)

I can examine the distinctive characteristics of a variety of contemporary music.

I can describe distinctive characteristics of a variety of contemporary music.

*1CE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.

I can discuss how current developments in music reflect society – specifically my local community.

I can discuss how current developments in music reflect society – specifically outside my local community.

*2CE Discuss how current developments in music reflect society in reference to the local community and larger world.

I can identify beginning intervals (e.g. seconds, thirds, octaves) in major scales.

*3CE Identify intervals and concert pitches in major and natural minor scales.

I can identify components of larger musical works (e.g. symphony, sonata).

*4CE Identify components of larger music works (e.g., symphony, mass, concerto).

I can identify various musical careers (e.g. education, radio, technical).

*5CE Identify and describe non-performing careers in music.

I can describe how technology is used to create music.

I can describe how technology is used to perform music.

I can describe how technology is used to listen to music.

*6CE Describe ways that technology and the media arts are used to create perform and listen to music.

Producing/Performing (PR)

I can perform a variety of music at an appropriate level that includes changes in tempo, key and meter.

*1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.

I can accurately perform alone and with others at an appropriate level.

I can perform with proper posture to produce an appropriate tone quality.

*2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.

I can improvise, compose and arrange music at an appropriate level.

*3PR Improvise, compose and arrange music.

I can read a variety of rhythmic and melodic patterns.

I can write a variety of rhythmic and melodic patterns.

I can perform a variety of rhythmic and melodic patterns.

*5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

I can demonstrate and use technology and media arts to create music.

I can demonstrate and use technology and media arts to perform music.

I can demonstrate and use technology and media arts to research music.

*7PR Demonstrate and use technology and media arts to create, perform and research music.

Responding/Reflecting (RE)

I can apply multiple criteria to evaluate the quality of a musical performance and identify areas of improvement.

I can apply multiple criteria to evaluate the effectiveness of a musical performance and identify areas of improvement.

I can apply multiple criteria to evaluate the quality of a composition and identify areas of improvement.

I can apply multiple criteria to evaluate the effectiveness of a composition and identify areas of improvement.

*1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.

I can compare and contrast various composers and their works.

*3RE Compare and contrast selected composers and their works.

I can express how various musical performances affect an audience.

I can express how various performance settings affect an audience.

*4RE Express how music performance and settings affect audience response.

I can use criteria based on elements of music to support personal musical preferences.

*5RE Apply criteria based on elements of music to support personal preferences for specific musical works.

I can compare the meaning of common terms in various arts disciplines.

I can contrast the meaning of common terms in various arts disciplines.

*6RE Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.

I can describe how various musical careers (e.g. composers, performers) are similar to those in other art forms.

I can describe how various musical careers (e.g. composers, performers) are different from those in other art forms.

*7RE Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.

MUSIC THEORY INTRODUCTION

The Music Theory course is a rigorous study of music concepts including four-part writing, ear training, sight singing, and composition skills. The following resources are examples of those used in the course: ***Tonal Harmony***, by Stefan Kostka and Dorothy Payne; ***Harmony***, by Walter Piston; MacGAMUT Music Software; ***Harvard Dictionary of Music***; ***Harmony and Ear Training at the Keyboard***, by Stanley Shumway; and online resources such as www.musictheory.net and www.teoria.com. Music Theory is designed for students considering music as their college major and will parallel their first year college theory coursework.

Objectives of the Course

This course meets five days a week and is designed to teach and develop skills that will lead to the development of a greater understanding of music theory concepts and some compositional skills. Students who complete the course will be prepared to take music theory at the college level with a very good understanding of first year concepts.

Assessments fall into two categories: formative and summative. Formative assessments provide information to students to improve learning and for the teachers to adjust instruction. They are often informative and ongoing and may include activities such as those listed below. Summative assessments usually occur at the end of a unit or instructional block and are used to measure both skill level and growth. The activities listed below may also be used for summative assessment.

Assessments include the following:

- Class Work
- Homework (points are deducted for late assignments)
- Ear Training Quizzes
- Sight Singing Quizzes
- Written Tests
- Daily Participation
- Advanced Placement Music Theory (optional)
-

High School Theory
High School I-IV

I can define vocabulary in all rehearsed and performed music at an appropriate level.

*1CE (HS I) Define vocabulary in all rehearsed and performed music.

I can identify musical terms and symbols for articulation and expression.

*2CE (HS I) Identify musical terms and symbols for articulation and expression.

I can analyze various music works from a variety of world cultures.

I can identify the unique features of expressive content of a variety of musical works.

I can determine how various musical characteristics contribute to performance style.

*3CE (HS I-IV) Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.

I can recognize and describe the elements of music and their functions.

*3CE (HS I) Recognize and describe the elements of music.

*4CE (HS II) Describe the elements of music and their functions.

I can identify traditional harmonic progressions.

I can identify non-traditional harmonic progressions.

*4CE (HS IV) Identify non-traditional harmonic progressions in selected repertoire.

*5CE (HS II) Identify traditional harmonic progressions in selected repertoire.

I can identify musical forms in instrumental genres from various historical periods.

*5CE (HS II) Compare and contrast musical forms used in vocal and instrumental genres.

*5CE (HS III) Identify musical forms used in vocal and instrumental genres from various historical periods. I can identify musical forms used in vocal genres from various historical periods.

I can aurally identify the tonality of a given work.

I can visually identify the tonality of a given work.

*5CE (HS IV) Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.

I can aurally identify modality.

I can visually identify modality.

*6CE (HS II) Identify modality aurally and visually.

I can select personal music experiences and compositions that represent well-developed skills.

*6CE (HS IV) Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work).

I can demonstrate sight-reading abilities at a mastery level.

*3PR (HS IV) Demonstrate sight-reading abilities at a mastery level of complexity.

I can compose a melody with harmonic accompaniment in various musical styles.

I can notate a melody with harmonic accompaniment in various musical styles.

*7PR (HS III) Compose and notate a melody with harmonic accompaniment in a variety of musical styles.

I can describe how elements of a composition are used to provide unity, variety, tension and release in a music work.

*2RE Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and release in a music work.

Resource Requests

Materials needed to implement the 2014 Graded Course of Study:

1-Teacher edition and classroom sets of 40 textbooks per school, (60 for KMS), of each of the following levels of Patti Dewitt's "The Singing Musician 2nd Edition." (Sight-reading materials - see 7th and 8th grade choral music 4PR)

For 7th grade – Patti DeWitt Textbook Level 1 Unison (40 of each per school, \$52/book - teacher book included. Including reproducible activity sheets)

For 8th grade – Patti DeWitt Textbook Level 2 Mixed (40 of each per school, \$52/book - teacher book included. Including reproducible activity sheets)

For High School – Patti DeWitt Textbooks 3-4 (40 of SSA-levels 3 and 4, and 40 of TTB-levels 3 and 4, \$52/book - teacher book included. Including reproducible activity sheets)

These textbooks...

*Provide a continuation of Gameplan curriculum currently used in elementary general music classrooms

*Provide a highly systematic and sequential program

*Can be specific to classroom needs based on voiced parts

*Focus on literacy and vocabulary

*Integrate lessons from across the content areas which helps meet standards

*Provide consistent choral education across the district from 7-12

*Have ample musical exercises

*Are based upon best practices for sight-reading as outlined by OMEA

*Prepare students in their music literacy for middle school, high school, and beyond

*Provide a focus on both content specific and core content vocabulary. Currently, we do not have this type of resource. This is leading to gaps in learning from the elementary school, through the high school levels across the district. "The Singing Musician" is a solid continuation of the Gameplan curriculum currently used by the district elementary music classrooms. It could also be implemented in 6th grade, picking up where Gameplan ends in 5th grade. "The Singing Musician" provides a tool for meeting the Ohio Music Standards outlined in the current Graded Course of Study. As a resource for teacher and student it allows for differentiation of learning, scaffolding across the curriculum, extension experiences, focus on literacy, cross curricular opportunities and common formative assessments. Using a common, comprehensive resource will allow for continuity in both the 7-12 program and across the district.

2-Set of 5 in each classroom of Denise Bacon's "185 Unison Pentatonic Exercises" (\$20 per book)

These books help meet the national standards for music education by allowing for small group work, music literacy scaffolding from stick notation (pre-music reading) to staff notation (proficient music reading). These books help students with rhythmic reading, interval training, solfege reading, and note naming which all help students with music literacy.