

MUSIC DEPARTMENT		DI	Respect for self, which comes through a sincere respect for others	Acceptance of responsibility for his self-evaluation, motivation, and discipline	A knowledge of his self-capabilities and limitations for a clearer understanding of himself	An attitude which accepts the importance of intellectual attainments because of their future significance	An appreciation of good study habits	A personal feeling of "belonging" to the school	A sound emotional interaction in peer-group relations for a stable adjustment to the society of which he is a part	A high sense of moral and spiritual values based on our democratic way of life
<b>PROGRAM/DEPARTMENTAL GOALS</b>										
MU 1	Students will understand and apply musical skills through performance, creation and improvisation. (N: MU:Cr1.1.E5a - MU:Cr2.1.E5b & MU: Cn11.0.T.5a)		➤	➤			➤			
MU 2	Students will understand and appreciate music theory and history through the music performed, created and improvised. (N: MU: Cr3.1.E5a - MU: Cr3.2.E51a & MU: Cn10.0.H.5a & MU: Cn11.0.T.5a)		➤		➤		➤			➤
MU 3	Students will understand how to rehearse and perform in a musical group (N: MU: Pr5.3.E5a)		➤	➤	➤		➤	➤	➤	
MU 4	Students will analyze musical elements and make interpretive decisions based on varied repertoire of music through performance. (N: MU: Pr.4.1.E5a - MU: Pr.4.3.E5a & MU: Cn10.0.H.5a)		➤	➤			➤			
MU 5	Students will evaluate musical elements and interpretive decisions of varied music by various performers, included self-evaluation. (N: MU:Pr6.1.E5a - MU: Pr6.1.E5b & MU: Re9.1.E5a & MU: Cn11.0.T.5a & MU: Cn11.0.T.5a)		➤	➤	➤		➤	➤	➤	➤
MU 6	Students will identify elements of music they are drawn to as well as elements that procure responses from an audience. (N: MU Re7.1.E5a - MU: Re7.2.E5a & MU: Cn10.0.H.5a)		➤	➤	➤		➤			➤
MU 7	Students will identify the expressive intent and meaning of musical works as intended by the composer. (N: MU: Re8.E5a)		➤	➤			➤			➤

General Music Courses Kindergarten - 6th Grade		De	Students will understand and apply musical skills through performance, creation and improvisation	Students will understand and appreciate music theory and history through the music performed, created and improvised	Students will understand how to rehearse and perform in a musical group	Students will analyze musical elements and make interpretive decisions based on varied repertoire of music through performance	Students will evaluate musical elements and interpretive decisions of varied music by various performers, included self-evaluation	Students will identify elements of music they are drawn to as well as elements that procure responses from an audience	Students will identify the expressive intent and meaning of musical works as intended by the composer
Course Code#		MU # 1	MU # 2	MU # 3	MU # 4	MU # 5	MU # 6	MU # 7	
	Course Goals								
1	Develop a sense of music concepts such as beat and melodic contour. (MU:Cr1.1)	➤	➤	➤	➤	➤	➤	➤	
2	Develop performance skills on one or more instruments. (MU: Cr1.1.E5a - MU: Cr3.2E5a)	➤	➤	➤	➤	➤			
3	Understand concepts of pitch. (MU: Cr1.1.E5a - MU: Cr3.2E5a & MU: Re8.1.E5a & MU: Cn10.0.H5a)	➤	➤	➤	➤	➤	➤	➤	
4	Understand basic musical notation. (MU: Cr1.1.E5a - MU: Cr3.2E5a)	➤	➤		➤			➤	
5	Understand basic elements of music theory and compositional form. (MU: Cr1.1.E5a - MU:Cn11.0.T.5a)	➤	➤		➤		➤	➤	
6	Understand proper classroom etiquette for efficient musical development (MU: Rd7.1.E5a - MU: Re9.1.E5a)			➤	➤	➤			
7	Understand the musical styles and history of music performed. (MU: Re9.1.E5a - MU: Cn11.0.T5a)		➤		➤	➤	➤	➤	
8	Develop basic critical and analytical listening skills. (N: MU: Cr.3.1.E5a - MU: Re6.1.E5a)	➤	➤	➤	➤	➤	➤	➤	
9	Improvise rhythms and tonal patterns within specified criteria. (MU: Cr1.1.E5a - MU: Cr3.2.E5a)	➤	➤						

<b>Performance Courses (High School Band, Jr. High Band, Elementary Band, 4th Grade Recorders, 7 - 12 Choir)</b>		De	Students will understand and apply musical skills through performance, creation and improvisation	Students will understand and appreciate music theory and history through the music performed, created and improvised	Students will understand how to rehearse and perform in a musical group	Students will analyze musical elements and make interpretive decisions based on varied repertoire of music through performance	Students will evaluate musical elements and interpretive decisions of varied music by various performers, included self-evaluation	Students will identify elements of music they are drawn to as well as elements that procure responses from an audience	Students will identify the expressive intent and meaning of musical works as intended by the composer
			MU # 1	MU # 2	MU # 3	MU # 4	MU # 5	MU # 6	MU # 7
	<b>Course Code#</b>								
	Course Goals								
1	Develop performance skills on one or more instruments. (MU: Cr1.1.E5a - MU: Cr3.2E5a)		➤	➤	➤	➤	➤		
2	Understand concepts of pitch, timbre, and balance. (MU: Cr1.1.E5a - MU: Cr3.2E5a & MU: Re8.1.E5a & MU: Cn10.0.H5a)		➤	➤	➤	➤	➤	➤	➤
3	Understand musical notation. (MU: Cr1.1.E5a - MU: Cr3.2E5a)		➤	➤		➤			➤
4	Understand basic elements of music theory and compositional form. (MU: Cr1.1.E5a - MU:Cn11.0.T.5a)		➤	➤		➤		➤	➤
5	Understand rehearsal responsibilities and relationships. (MU: Rd7.1.E5a - MU: Re9.1.E5a)				➤	➤	➤		
6	Understand the musical styles and history of music prepared and performed. (MU: Re9.1.E5a - MU: Cn11.0.T5a)			➤		➤	➤	➤	➤
7	Develop critical and analytical listening skills. (N: MU: Cr.3.1.E5a - MU: Re6.1.E5a)		➤	➤	➤	➤	➤	➤	➤
8	Understand and produce the musical elements that procure a response from audiences through performance. (N: MU: Re7.1.E5a - MU: Re8.1.E5a & MU: Re9.1.E5a)					➤	➤	➤	➤
9	Improvise rhythms and tonal patterns within specified criteria. (MU: Cr1.1.E5a - MU: Cr3.2.E5a)		➤	➤					

## High School Band, Jr. High Band, Elementary Band & 4th Grade Recorders

COURSE GOALS	LEARNING OBJECTIVES	ASSESSMENT TASKS FOR OBJECTIVES					
		(F) – Formative; (S) – Summative;					
		(F/S) – Formative/Summative					
		(DF) Department Final (W) Written Test					
		(P) Performance					
	<i>Students will...</i>	F	S	F/S	DF	W	P
Goal 1 Develop performance skills on one or more instruments. (MU: Cr1.1.E5a – MU: Cr3.2E5a)	1a. Demonstrate correct playing position, posture, breath support, and embouchure in performance situations	➤				➤	➤
	1b. Perform notated music, interpreting all symbols for pitch, rhythm, articulations, dynamics, and style			➤	➤		➤
Goal 2	2a. Perform with acceptable pitch, tone quality, and blend with other instruments			➤	➤		➤
Understand concepts of pitch, timbre, and balance.	2b. Perform with dynamic balance appropriate to the piece of music, part being played, ensemble and musical style			➤			➤
	(MU: Cr1.1.E5a - MU: Cr3.2E5a & MU: Re8.1.E5a & MU: Cn10.0.H5a) 2c. Explain and demonstrate the relationship between balance and pitch	➤					➤
	2d. Demonstrate the use of electronic tuning reference devices	✓					➤
Goal 3	3a. Demonstrate common musical terminology and symbols as seen on the printed page			➤	✓	✓	✓

## High School Band, Jr. High Band, Elementary Band & 4th Grade Recorders

COURSE GOALS	LEARNING OBJECTIVES	ASSESSMENT TASKS FOR OBJECTIVES					
		(F) – Formative; (S) – Summative; (F/S) – Formative/Summative (DF) Department Final (W) Written Test (P) Performance					
	<i>Students will...</i>	F	S	F/S	DF	W	P
Understand musical notation.							
(MU: Cr1.1.E5a – MU: Cr3.2E5a)	3b. Demonstrate appropriate transposition for the student's instrument			✓		✓	✓
	3c. Perform notated music, interpreting all symbols for pitch, rhythm, articulations, dynamics, and style			✓	✓		✓
Goal 4	4a. Demonstrate the construction of major and minor scales and key signatures			✓		✓	✓
Understand basic elements of music theory and compositional form.	4b. Write and perform (sing/play/identify) major, minor, augmented, and diminished triads			✓	✓	✓	✓
(MU: Cr1.1.E5a – MU: Cn11.0.T.5a)	4c. Perform major and minor interval relationships to the octave			✓	✓	✓	✓
	4d. Write and perform a variety of meter signatures	✓			✓	✓	✓
Goal 5	5a. Perform musical selections following the gestures of a conductor as to meter, tempo, style, articulation, dynamics and entrances	✓					✓

## High School Band, Jr. High Band, Elementary Band & 4th Grade Recorders

COURSE GOALS	LEARNING OBJECTIVES	ASSESSMENT TASKS FOR OBJECTIVES					
		(F) – Formative; (S) – Summative; (F/S) – Formative/Summative (DF) Department Final (W) Written Test (P) Performance					
	<i>Students will...</i>	F	S	F/S	DF	W	P
Understand rehearsal responsibilities and relationships.  (MU: Rd7.1.E5a – MU: Re9.1.E5a)	5b. Demonstrate appropriate care of musical instruments	✓					✓
	5c. Independently prepare music for rehearsal and have it prepared at the appropriate time	✓					✓
	5d. Demonstrate the appropriate role of the individual performer in an ensemble	✓					✓
	5e. Demonstrate how to cooperate with each other in the rehearsal situation to create an appropriate atmosphere for learning	✓					✓
	5f. Perform in a variety of settings, including solo performance, performance in a chamber group, and performance in a large ensemble	✓					✓
	5g. Demonstrate ensemble tuning procedure with appropriate pitch control and balance	✓					✓
	Goal 6 Understand the musical styles and history of music prepared and performed.	6a. Write the history of the composer being performed	✓				✓

## High School Band, Jr. High Band, Elementary Band & 4th Grade Recorders

COURSE GOALS	LEARNING OBJECTIVES	ASSESSMENT TASKS FOR OBJECTIVES					
		(F) – Formative; (S) – Summative; (F/S) – Formative/Summative (DF) Department Final (W) Written Test (P) Performance					
	<i>Students will...</i>	F	S	F/S	DF	W	P
(MU: Re9.1.E5a – MU: Cn11.0.T5a)	6b. Perform and demonstrate appropriate performance styles of the musical period being performed			✓			✓
	6c. Write the historical background of the music being performed	✓				✓	
Goal 7 <b>Develop critical and analytical listening skills.</b>	7a. Identify errors in their performances and those of others, and demonstrate how to correct those errors	✓				✓	
(N: MU: Cr.3.1.E5a – MU: Re6.1.E5a)	7b. Compare and contrast their performance to those of others, and suggest ways to improve their own performances			✓		✓	
	7c. Use recording equipment to record individual and group performance for critique	✓					✓
Goal 8							
<b>Understand and produce the musical elements that procure a response from audiences through performance.</b>	8a. Identify musical elements that evoke emotion and demonstrate how to perform those elements	✓			✓	✓	✓

## High School Band, Jr. High Band, Elementary Band & 4th Grade Recorders

COURSE GOALS	LEARNING OBJECTIVES	ASSESSMENT TASKS FOR OBJECTIVES					
		(F) – Formative; (S) – Summative; (F/S) – Formative/Summative (DF) Department Final (W) Written Test (P) Performance					
	<i>Students will...</i>	F	S	F/S	DF	W	P
(N: MU: Re7.1.E5a - MU: Re8.1.E5a & MU: Re9.1.E5a)	8b. Analyze the music being performed and evaluate the emotions it displays			✓		✓	



## High School Choir, Jr. High Choir, 5/6 Choir

COURSE GOALS	LEARNING OBJECTIVES	ASSESSMENT TASKS FOR OBJECTIVES					
		(F) – Formative; (S) – Summative; (F/S) – Formative/Summative (DF) Department Final (W) Written Test (P) Performance					
	<i>Students will...</i>	F	S	F/S	DF	W	P
Goal 1							
<b>Develop performance skills in appropriate voicing.</b>	1a. Demonstrate correct posture, breath support, and vowel shapes in performance situations	➤				➤	➤
(MU: Cr1.1.E5a – MU: Cr3.2E5a)	1b. Perform notated music, interpreting all symbols for pitch, rhythm, diction, dynamics, and style			➤	➤		➤
Goal 2							
	2a. Perform with acceptable pitch, tone quality, and blend with other voices			➤	➤		➤
<b>Understand concepts of pitch, timbre, and balance.</b>	2b. Perform with dynamic balance appropriate to the piece of music, part being sung, ensemble and musical style			➤			➤
(MU: Cr1.1.E5a - MU: Cr3.2E5a & MU: Re8.1.E5a & MU: Cn10.0.H5a)	2c. Explain and demonstrate the relationship between balance and pitch	➤					➤
Goal 3							
<b>Understand musical notation.</b>	3a. Demonstrate common musical terminology and symbols as seen on the printed page			➤	✓	✓	✓

(MU: Cr1.1.E5a – MU: Cr3.2E5a)	3b. Perform notated music, interpreting all symbols for pitch, rhythm, articulations, dynamics, and style			✓	✓		✓
Goal 4	4a. Demonstrate the construction of major and minor scales and key signatures			✓		✓	✓
Understand basic elements of music theory and compositional form.	4b. Write and perform (sing/play/identify) major, minor, augmented, and diminished triads			✓	✓	✓	✓
	4c. Perform major and minor interval relationships to the octave			✓	✓	✓	✓
(MU: Cr1.1.E5a – MU: Cn11.0.T.5a)	4d. Write and perform a variety of meter signatures	✓			✓	✓	✓
	Goal 5						
Understand rehearsal responsibilities and relationships.	5a. Perform musical selections following the gestures of a conductor as to meter, tempo, style, diction, dynamics and entrances	✓					✓
	5b. Independently prepare music for rehearsal and have it prepared at the appropriate time	✓					✓

(MU: Rd7.1.E5a – MU: Re9.1.E5a)	5c. Demonstrate the appropriate role of the individual performer in an ensemble	✓					✓
	5d. Demonstrate how to cooperate with each other in the rehearsal situation to create an appropriate atmosphere for learning	✓					✓
	5e. Perform in a variety of settings, including solo performance, performance in a chamber group, and performance in a large ensemble	✓					✓
Goal 6							
<b>Understand the musical styles and history of music prepared and performed.</b>	6a. Write the history of the composer being performed	✓				✓	
(MU: Re9.1.E5a – MU: Cn11.0.T5a)	6b. Perform and demonstrate appropriate performance styles of the musical period being performed			✓			✓
	6c. Write the historical background of the music being performed	✓				✓	
Goal 7 <b>Develop critical and</b>	7a. Identify errors in their performances and those of others, and demonstrate how	✓				✓	

(N: MU: Cr.3.1.E5a -MU: Re6.1.E5a)	7b. Compare and contrast their performance to those of others, and suggest ways to improve their own performances			✓		✓	
	7c. Use recording equipment to record individual and group performance for critique	✓					✓
Goal 8							
<b>Understand and produce the musical elements that procure a response from audiences through performance.</b>	8a. Identify musical elements that evoke emotion and demonstrate how to perform those elements	✓			✓	✓	✓
(N: MU: Re7.1.E5a - MU: Re8.1.E5a & MU: Re9.1.E5a)	8b. Analyze the music being performed and evaluate the emotions it displays			✓		✓	

**K-3 Grade General Music**

COURSE GOALS	LEARNING OBJECTIVES	ASSESSMENT TASKS FOR OBJECTIVES					
		(F) – Formative; (S) – Summative;					
		(F/S) – Formative/Summative					
		(DF) Department Final (W) Written Test					
		(P) Performance					
	<i>Students will...</i>	F	S	F/S	DF	W	P
<b>Goal 1</b>	1a. Increase body awareness	✓					➤
<b>Develop a sense of music concepts such as beat and melodic contour.</b>	1b. Listen and Move in response to music.						✓
	1c. Move in various styles (continuous flow, bound flow, etc.)						✓
<i>(MU:Cr1.1)</i>							
<b>Goal 2</b>							
<b>Develop performance skills on one or more instruments.</b>	2a. Sing and chant alone and with others on pitch.			✓			✓
<i>(MU: Cr1.1.E5a - MU: Cr3.2E5a)</i>	2b. Perform patterns with voice and on instruments in conjunction with accompaniments and harmonies			✓			✓
	1c. Demonstrate the understanding of beat/tempo by performing the macrobeat/microbeats with an instrument or body percussion.	✓					✓
<b>Goal 3</b>							
<b>Understand concepts of pitch.</b>	3a. Audiate and vocally perform basic melodic patterns in various tonalities.			✓			✓
<i>(MU: Cr1.1.E5a - MU: Cr3.2E5a &amp;</i>							

	3b. Identify and perform the resting tone and tonic tonal patterns of songs in various tonalities.			✓			✓
<b>Goal 4</b> <b>Understand basic musical notation</b>	4a. Identify specific tonal patterns found in written music.	✓				✓	✓
	4b. Identify specific rhythmic patterns found in written music.	✓				✓	✓
<i>(MU: Cr1.1.E5a - MU: Cr3.2.E5a)</i>	4c. Follow the written melodic contour of a song while singing with others and alone.	✓					✓
<b>Goal 5</b> <b>Understand basic elements of music theory and compositional form.</b>	5a. Identify basic compositional forms of music (ABA, Call and Response, Theme and Variations etc.)	✓					✓
	5b. Audiate tonic and dominant tonal patterns and understand the difference between the two.	✓					✓
<i>(MU: Cr1.1.E5a - MU: Cn11.0.T.5a)</i>	5c. Discover the Resting Tone and the meter by looking at written music and/or listening to music.			✓		✓	✓
<b>Goal 6</b> <b>Understand proper classroom etiquette for efficient musical development</b>	6a. Perform musical selections following the gestures of a conductor as to meter, tempo, style, dynamics and entrances	✓					✓

<i>(MU: Rd7.1.E5a - MU: Re9.1.E5a)</i>	6b. Demonstrate the appropriate role of the individual performer in a group	✓					✓
	6c. Demonstrate how to cooperate with each other in a musical setting to create an appropriate atmosphere for learning	✓					✓
	6c. Perform in a variety of settings, including solo performance, performance in a small group, and performance in a large ensemble			✓			✓
<b>Goal 7</b> Understand the musical styles and history of music performed.	7a. Perform and demonstrate appropriate performance styles of the musical period being performed	✓					✓
<i>(MU: Re9.1.E5a - MU: Cn11.0.T5a)</i>							
<b>Goal 8</b> Develop basic critical and analytical listening skills.	8a. Identify tonic and rhythmic patterns that are the same and not the same			✓		✓	✓
<i>(N: MU: Cr.3.1.E5a - MU: Re6.1.E5a)</i>	8b. Identify varying tempos using listening skills	✓					✓
	8c. Identify varying styles using listening skills	✓					✓
<b>Goal 9</b>	9a. Create 3 - 5 note tonic			✓			✓

<b>Improvise rhythms and tonal patterns within specified criteria.</b>							
<i>(MU: Cr1.1.E5a - MU: Cr3.2.E5a)</i>	9b. Create 2 - 8 macrobeat rhythmic patterns in duple and triple meter			✓			✓
	9c. Create 2 - 8 macrobeat melodic patterns using tonic tonal patterns in duple and triple meter			✓			✓