

PREFACE

The following information is provided to assist the secondary level music teachers of Lee County in using this music curriculum guide. The following components are correlated within the curriculum guide:

1. Secondary Music Curriculum: the previously adopted curriculum frameworks for secondary music in Lee County Schools.
2. Florida Curriculum Frameworks/Course Descriptions: the curriculum frameworks provided by the State Department of Education for all courses in the secondary schools.
3. Sunshine State Standards: what Florida public school students should know and be able to do in specified subject areas including the arts.
4. Goal 3 Standards: one of the eleven goals that are the foundation for school reform in Florida. Goal 3 addresses student performance. It states: Students successfully compete at the highest levels nationally and internationally and are prepared to make well reasoned, thoughtful, and healthy lifelong decisions.

All of the Sunshine State Standards for secondary school music and, when appropriate, the Goal 3 Standards have also been met for grade levels 6-12.

This curriculum was written to update the previous Lee County Secondary Music Curriculum with the Sunshine State Standards. The Sunshine State Standards represent a broadening from a minimum-standards-approach to an achievement of benchmarks for each subject. The Sunshine State Standards are highly correlated to the National Standards for the Arts approved in 1993. Therefore, these benchmarks are intentionally, in some areas, considerably higher achievement levels for all music students. The suggested student outcomes ("The student will be able to:") were not intended to represent the only possible outcomes but, rather, a district model on which teachers can explore additional outcomes according to their students' individual needs. Because this document represents a significant shift in student expectations for secondary music, it should be utilized by teachers new to Polk county as well as experienced teachers in tailoring their existing music programs to meet the new benchmarks.

Consideration was given to the strong component of performance in the areas of band, chorus, and orchestra. The Sunshine State Standards, however, demand an extension of these music subjects to include a larger component of creating music, historical and cultural connections, aesthetic and critical analysis, and applications to life.

School life extends beyond the classroom and into the home. As co-curricular classes, performance-oriented programs (e.g., band, chorus, and orchestra) have required expectations that go beyond the regular school day. This would be similar in nature to requiring homework or comprehensive projects in other classes. It is expected that students who take these performance-oriented courses understand the requirements for participation in the total program.

The ultimate goal of the curriculum guide is to provide Lee County Secondary students with a strong foundation of musical skills, knowledge, and discipline, which can be applied throughout their lives. Such a foundation allows many students to remain actively involved in the study of music, and provides experiences that open avenues for personal and group expression.

As students participate in organized musical activities, they learn cooperation and an awareness of their role in community and society. This awareness can lead students to appreciate, not only their own culture, but also other cultures from around the world.

Students' lives can be enriched by the intellectual meaning and enjoyment that the unique qualities of music afford. The use of critical thinking, problem solving, and aesthetic responses which can be developed from musical experiences can transfer easily into a variety of life experiences. The self-discipline, creativeness, and inventiveness, fostered through music can benefit not only students but society in general.

By defining the purpose and direction of the secondary music curriculum, it is hoped that both the school and community will unite in valuing the goals and outcomes in music education for all students.

CURRICULUM DESIGN

The format of the curriculum guide is as follows:

Course Title	Appears in all capital letters across the top and is the state recognized course title. Levels determined by the district.
Course Number	Department of Education course number.
District Course Description	Information that describes course content for the given level.
Prerequisite	Any required courses or recommendations for acceptance into the designated course level.
Strand	General category of musical knowledge: appears as a capital letter (A-E) with a corresponding category.
Bold Statement	General statement of musical outcomes for all levels within a given course that encompasses the Sunshine State Standard benchmarks: appears as a sentence that precedes the tables that include the appropriate benchmarks.
Benchmark	Expectation for all music courses for various grade levels upon successful completion of the course sequence: is found in the left column of the table. Teaching strategies and student performance suggestions for achieving the benchmarks: is located in the center column of the benchmark table.
Sample Performance Description	One of the seven goals that are the foundation for school reform in Florida, Goal 3 addresses student performance in schools: is located in the right column of the benchmark table.
Goal 3 Standards	

ORGANIZATION OF SUNSHINE STATE STANDARDS

	Subject Area	Developmental Level	Benchmark
MU	Content Area (Music)		
MU.A	Strand (Category of Knowledge) The Arts disciplines include five strands: A = Skills & Techniques B = Creation & Communication C = Culture & Historical Connections D = Aesthetic & Critical Analysis E = Applications to Life		
MU.A.1	General Standard (general expectation regarding development of knowledge and skills e.g. "The student sings alone and with others a varied repertoire of music.")		
MU.A.1.2	Developmental Level 1 = Grades PreK-2 2 = Grades 3-5 3 = Grades 6-8 4 = Grades 9-12		
MU.A.1.2.3	Benchmark (expectation for various grade levels, e.g. "The student uses appropriate expressive and stylistic devices such as dynamics, tone quality, phrasing, articulation, and interpretation.)		

Goal 3: Student Performance

Standard #1 - Information Managers

Florida students locate, comprehend, interpret, evaluate, maintain, and apply information, concepts, and ideas found in literature, the arts, symbols, recordings, video and other graphic displays, and computer files in order to perform tasks and/or for enjoyment.

Standard #2 - Effective Communicators

Florida students communicate in English and other languages using information, concepts, prose, symbols, reports, audio and video recordings, speeches, graphic displays, and computer-based programs.

Standard #3 - Numeric Problem Solving!

Florida students use numeric operations and concepts to describe, analyze, disaggregate, communicate, and synthesize numeric data, and to identify and solve problems.

Standard #4 - Creative and Critical Thinkers

Florida students use creative thinking skills to generate new ideas, make the best decisions, recognize and solve problems through reasoning, interpret symbolic data, and develop efficient techniques for lifelong learning.

Standard #5 - Responsible Workers

Florida students display responsibility, self-esteem, sociability, self-management, integrity, honesty, and healthy decision-making.

Standard #6 - Resource Managers

Florida students will appropriately allocate time, money, and other resources.

Standard #7 - System Managers

Florida students integrate their knowledge and understanding of how social, organizational, informational, and technological systems work with their abilities to analyze trends, design and improve systems, and use and maintain appropriate technology.

Standard #8 - Cooperative Workers

Florida students work cooperatively to successfully complete a project or activity.

Standard #9 - Effective Leaders

Florida students establish credibility with their colleagues through competence and integrity, and help their peers achieve their goals by communicating their feelings and ideas to justify or successfully negotiate a position which advances goal attainment.

Standard #10 - Multiculturally Sensitive Citizens

Florida students appreciate their own culture and the cultures of others, understand the concerns and perspectives of members of other ethnic groups, reject the stereotyping of themselves and others, and seek out and utilize the views of persons from diverse ethnic, social, and educational backgrounds.

Standard #11 - Involvement of Families

Families will share the responsibility of accomplishing the standards set in Goal 3 throughout a student's education from preschool through 12th grade.

M/JBAND I (Beginning Band)

Course Number: 1302000

District Course Description:

The purpose of this course is to provide instruction in the basic technical and musical skills of playing band instruments. The student is taught the proper playing position and the care and maintenance of his/her instrument. Emphasis is placed upon the elements of tone production, music terms/symbols and how to read music.

Prerequisite:

Availability of a suitable instrument to be furnished by the school or student.

A. Skills and Techniques

Demonstrate the ability to produce a characteristic tone on the instrument of choice.

Benchmark The student will:

MU.A.2.3.1

perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture).

The student will be able to:

- recognize the different instruments within the wind and percussion families.
- understand the proper instrument assembly, care and maintenance.
- demonstrate proper instrument playing position.
- recognize and demonstrate proper posture.
- recognize and demonstrate proper embouchure.
- demonstrate proper fingerings for all notes within a practical range for an instrument.
- correctly name and identify the notes on the staff in bass or treble clef.
- understand and perform the various styles of articulation: tonguing, slurring, legato, staccato, accent.
- perform a Bb, Eb, and F major scale.
- produce a characteristic tone on an instrument.
- (percussion) demonstrate selected rudiments for snare drum: single and double strokes, long roll, 5 stroke roll and flam.
- (percussion) identify the notes in the treble clef and be able to play them on the mallet instruments.

Goal #3

1,2,5,8,9

Identify and perform expressive characteristics, such as tempo, dynamics, articulation, phrasing and style.

Benchmark The student will:

MU.A.2.3.2
perform as a member of a musical ensemble with expression, easy to moderate music literature from diverse genres and styles.

The student will be able to:

- perform music selections in 2/4, 3/4, 4/4.
- demonstrate the use of appropriate interpretive markings for the music being studied.
- understand and demonstrate dynamic markings p, mp, mf, and f.
- recognize key signatures and be able to identify flats, sharps, and naturals.
- recognize the difference between harmony and unison.
- identify one's own part in an ensemble such as melody, harmony, or accompaniment.

Goal #3
1,2,4,5,6,8,
9,10

MU.A.2.3.3
perform with basic ensemble skills (e.g., blends instrumental timbres, matches dynamic levels, and responds to the cues of a director.

- match pitches and play a melodic line in tune.
- recognize in tune/out of tune.
- maintain a stable pitch.
- demonstrate the ability to follow a conductor's beat in 4/4, 2/4, 3/4 time signatures.
- develop consistent practice skills.
- explain effective practice procedures (how to practice).
- perform a four measure phrase and understand music phrases.
- demonstrate the procedure for tuning an instrument with help from the conductor.
- balance and blend with other members of the ensemble to achieve desired group sound .

1,2,5,8,9

Demonstrate the ability to interpret melodic and rhythmic notation through practiced performance and sight reading.

Benchmark The student will:	The student will be able to:	Goal #3
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple meter.	<ul style="list-style-type: none"> • play simple songs in 2/4, 3/4, and 4/4. • interpret and count (orally and written form) given rhythms using 1&2&3&4& counting system. • demonstrate an understanding of meter and tempo. • interpret (and perform) music containing 1st and 2nd endings, D.C. and D.S. indications, and codas. 	1,2,3,7
MU.A.3.3.2 use notation and symbols to organize musical ideas.	<ul style="list-style-type: none"> • write a simple phrase for one's own instrument within a playable range using correct note values, signs, and symbols to convey musical ideas. 	1,2,3,4,7
MU.A.3.3.3 write notation for rhythmic and/or melodic phrases that have been performed by someone else.	<ul style="list-style-type: none"> • notate the correct rhythm for a 2-4 measure phrase. Rhythms will consist of whole notes, half notes, quarter notes, and eighth notes. • write a 2-4 measure phrase using four and five notes to create melodies, given the key, starting pitch and meter. 	1,2,3,4,7

B. Creation and Communication

Compose or arrange music using basic compositional techniques.

Benchmark The student will:	The student will be able to:	Goal #3
MU.B.2.3.3 compose short pieces with others that express an idea or feeling.	<ul style="list-style-type: none"> • create a short piece which expresses a particular concept or emotion. 	1,2,3,4

C. Cultural and Historical Connections

Identify, define, and perform musical terms in selected band literature of various styles, cultures and historical perspectives.

Benchmark The student will:	The student will be able to:	Goal #3
MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres and composers.	<ul style="list-style-type: none"> • identify and describe the style characteristics of various folk tunes performed in class. • perform music of styles, forms, and periods as it occurs in current repertoire. • recognize the labels which identify the historic and stylistic periods in Western music: <u>Baroque, Classical, Romantic and Contemporary.</u> 	1,2,10
MU.C.1.3.2 know representative examples of various American music genres.	<ul style="list-style-type: none"> • listen to and identify American styles of music such as jazz, folk songs, spirituals, musical theatre, etc. 	1,2,10

D. Aesthetic and Critical Analysis

Evaluate a variety of musical performances as a performer and listener.

Benchmark The student will:	The student will be able to:	Goal #3
MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.	<ul style="list-style-type: none"> • create criteria used to define musical performance which will include: note accuracy, tone quality, rhythmic accuracy, dynamics and articulation and explain how each area affects music performance. 	1,2,4
MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.	<ul style="list-style-type: none"> • evaluate one's own performance and the performance of others using previously developed criteria. 	1,2,4,5,8,9

E. Applications to Life

Demonstrate understanding of the relationship between music and other disciplines.

Benchmark The student will:	The student will be able to:	Goal #3
MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas	<ul style="list-style-type: none"> • describe the emotions expressed in music and discuss how these emotions can be expressed in the other arts. • explain how television, and movies use the emotional qualities of music to enhance the presentation of drama, action or other visual images. 	1,2,4
MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).	<ul style="list-style-type: none"> • explain how sound is produced on an instrument and how that sound reaches the human ear. • identify simple natural harmonies. • explain how math is used in rhythmic notation. • explain the historical connection of music studied in class with particular events or time periods when applicable (e.g., Aura Lee associated with the Civil War, The Star Spangled Banner associated with the American struggle for independence). • identify the country or region of different folk tunes studied in class. 	1,2,3,4,6,

Demonstrate understanding of the relationship between music and the world beyond the school setting.

Benchmark The student will:	The student will be able to:	Goal #3
MU.E.2.3.1 understand the influence of daily music experiences in one's personal life.	<ul style="list-style-type: none"> • describe three ways that music is present in daily life. * describe and demonstrate appropriate audience and performance behavior at a variety of musical programs. 	1,2,4,5
MU.E.2.3.2 use informed consumer choices concerning music.	<ul style="list-style-type: none"> • explain one's own preference of musical styles and artists. 	1,2,4,5
MU.E.2.3.3 understand the role of music, musicians, and performance practices in various other cultures.	<ul style="list-style-type: none"> • describe musical performance practices in at least one other culture and compare them to the American culture. 	1,2,4,10
MU.E.2.3.4 understand the uniqueness of music and its importance in society.	<ul style="list-style-type: none"> • identify the various occasions for which music is utilized and discuss how music impacts each occasion. • describe the use of music at an event in one's life. • participate in concert experiences as a listener and performer. • recognize the importance of attending or participating in additional community activities. 	1,2,4,10

Co-Curricular Requirements:

Primary goals at this level are geared toward individual skill development. Individual practice outside of class is expected. Group rehearsals and performances outside of the school day may be required.

M/JBANDII (Concert Band)

Course Number: 1302010

District Course Description:

The purpose of this course is to provide instruction in the basic technical and musical skills of playing band instruments. The student is taught the proper playing position and the care and maintenance of his/her instrument. Emphasis is placed upon the elements of tone production, music terms/symbols and how to read music.

Prerequisite:

Availability of a suitable instrument to be furnished by the school or student.

A. Skills and Techniques

Demonstrate the ability to produce a characteristic tone on the instrument of choice.

<u>Benchmark The student will:</u>	<u>The student will be able to:</u>	<u>Goal #3</u>
MU.A.2.3.1 perform on at least one instrument (alone or in groups) using proper techniques (e.g., embouchure, posture).	<ul style="list-style-type: none"> demonstrate legato, tenuto, marcato, accent, and tonguing patterns required in given pieces of music. maintain characteristic tone quality in appropriate registers and at different dynamic levels. perform major scales (2 octaves where possible) for all keys appropriate to the music being studied. The following scales should be included: Concert 1-4, Bb, Eb, Ab, Db and a one octave chromatic scale. (percussion) perform the following: flam, flam tap, 5 stroke roll~ 9 stroke roll, long roll, single stroke, flam accents, paradiddle, flamacue, ruff, single and double drag. (percussion) understand and demonstrate correct playing technique on auxiliary instruments. (percussion) understand and demonstrate how to tune the timpani. (percussion) understand and demonstrate how to play the chromatic and major scales listed, on mallets. 	1,2,5,8,9
MU.A.2.3.2 perform as a member of a musical ensemble with expression, easy to moderate music literature from diverse genres and styles.	<ul style="list-style-type: none"> perform music in cut time and 6/8. perform and understand syncopated rhythms. understand and demonstrate dynamic markings: pp, p, mp, mf, f, and ff. perform and understand eighth notes, sixteenth notes, dotted eighth notes and their various combinations. perform and understand triplets. recognize and identify key changes. understand how flats, sharps, and naturals affect the notes. 	1,2,4,5,6,8,9,10

Benchmark The student will:	The student will be able to:	Goal #3
MU.A.2.3.3 perform with basic ensemble skills (e.g., blends in instrumental timbres, matches dynamic levels, and responds to the cues of a director)	<ul style="list-style-type: none"> • continue developing consistent practice skills. • use good intonation and be able to identify if they are flat or sharp. • demonstrate proper intonation with others performing Grade 2 music. • recognize and demonstrate basic conducting patterns of 2/4, 3/4, 4/4, 6/8, and cut time. • identify standard preparatory conducting beats, release motions, entrance cues, and expressive gestures. • practice blend and balance by playing in small ensembles. 	1,2,5,8,9

Demonstrate the ability to interpret melodic and rhythmic notation through practiced performance and sight reading.

Benchmark The student will:	The student will be able to:	Goal #3
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.	<ul style="list-style-type: none"> • sight read grade I music. • identify and play enharmonic tones. • define and understand musical terms and symbols appropriate to Grade 2 music. • identify and perform expression markings in one or more music genres. • define and understand basic tempo markings appropriate to Grade 2 music. 	1,2,3,7
MU.A.3.3.2 use notation and symbols to organize musical ideas	<ul style="list-style-type: none"> • write and play a 4-8 measure song for one's own instrument within their playable range using correct note values, signs and symbols to convey musical ideas. 	1,2,3,4,7
MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.	<ul style="list-style-type: none"> • notate the correct rhythm for a 4-6 measure phrase. Rhythms will consist of whole notes, half notes, dotted half notes, quarter notes, and eighth notes. 	1,2,3,4,7

B. Creation and Communication

Improvise simple melodies and accompaniments alone or with an ensemble.

Benchmark The student will:	The student will be able to:	Goal #3
MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.	<ul style="list-style-type: none"> improvise a harmonic accompaniment using two pitches: the tonic and the dominant. 	1,2,3,4,7
MU.B.1.3.2 improvise short melodies over given rhythmic accompaniment.	<ul style="list-style-type: none"> improvise a short melody over a rhythmic accompaniment played by the class or teacher. 	1,2,3,4,7

Compose or arrange music using basic compositional techniques.

Benchmark The student will:	The student will be able to:	Goal #3
MU.B.2.3.3 compose short pieces with others that express an idea or feeling.	<ul style="list-style-type: none"> create a 4-6 measure song using standard notation. 	1,2,3,4

C. Cultural and Historical Connections

Understand music in relation to culture and history.

Benchmark The student will:	The student will be able to:	Goal #3
MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres and composers.	Recognize the cultural and historical significance of prescribed music. <ul style="list-style-type: none"> recognize composers from historic and stylistic periods in Western music: Baroque, Classical, Romantic, and Contemporary. 	1,2,10
MU.C.1.3.2 know representative examples of various American music genres.	<ul style="list-style-type: none"> listen to and identify American styles of music such as jazz, folk songs, spirituals, musical theater, etc. 	1,2,10

D. Aesthetic and Critical Analysis

Listen to, analyzes and describes music.

Benchmark The student will:	The student will be able to:	Goal #3
MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.	<ul style="list-style-type: none"> • discuss criteria which may be used in evaluating individual and group performances. 	1,2,4
MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.	<ul style="list-style-type: none"> • evaluate one's own performance and the performance of others using criteria developed in the previous Benchmark (MU.D.2.3.1). 	1,2,4,5,8,

E. Applications to Life

Understand the relationship between music, the other arts, and disciplines outside the arts.

Benchmark The student will:	The student will be able to:	Goal #3
MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas	<ul style="list-style-type: none"> • give examples of how music is used in combination with the other arts in the observance of a holiday or special event. • describe the emotions expressed in music and discuss how these emotions can be expressed in the other arts. 	1,2,4
MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).	<ul style="list-style-type: none"> • explain how sound waves are related to musical intonation. • explain how math is used in rhythmic notation. • explain the historical connection of, music studied in class with particular events or time periods when applicable (e.g., Aura Lee associated with the Civil War, The Star Spangled Banner associated with the American struggle for independence). • identify, the country or region of different music studied in class. 	1,2,3,4,6,

B. Creation and Communication

6.

Understand the relationship between music and the world beyond the school setting.

Benchmark The student will:	The student will be able to:	Goal #3
MU.E.2.3.1 understand the influence of daily music experiences in one's personal life.	<ul style="list-style-type: none"> • describe three ways that music is present in daily life. • recognize the value and benefits of individual practice and private instruction. • model proper concert etiquette. 	1,2,4,5
MU.E.2.3.2 use informed consumer choices concerning music.	<ul style="list-style-type: none"> • explain one's own preference of musical styles and artists. 	1,2,4,5
MU.E.2.3.3 understand the role of music, musicians, and performance practices in various other cultures.	<ul style="list-style-type: none"> • describe the similarities in the role of music in American society with it's role in other cultures. 	1,2,4,10
MU.E.2.3.4 understand the uniqueness of music and its importance in society.	<ul style="list-style-type: none"> • identify the various occasions that utilize live music and discuss how music impacts each occasion. • describe the use of music at an event in one's own life. • discuss some current musical events and/or performing opportunities that exist in the local community. 	1,2,4,10

Co-Curricular Requirements:

Goals at this level are geared toward continued individual skill development and group development. Individual practice outside of class is expected. Students will have the opportunity to expand their performance levels outside the classroom to include, but not limited to, clinics, concerts, and festivals. Students will be required to participate in practices and performances beyond the regular class time since this course is performance-oriented. Marching Band is not a part of the Middle School concept therefore it is not an expectation of the Middle School Band program.

M/J BAND III (Symphonic Band)

Course Number: 1302020

District Course Description:

The purpose of this course is to provide continued instruction in the playing of band instruments as established in Level I and II.

Prerequisite:

Director recommendation and/or completion of Level I and II.

A. Skills and Techniques

Demonstrate the ability to produce a characteristic tone on the instrument of choice.

Benchmark The student will:

MU.A.2.3.1
perform on at least one instrument (alone or in groups) using proper techniques (e.g., embouchure, posture).

The student will be able to:

- demonstrate correct fingerings including alternate fingerings for all notes within the practical range of one's own instrument.
- perform a chromatic scale over the practical range of one's own instrument.
- perform major scales appropriate to the music being studied, over the practical range of the instrument, including the following: concert Bb, Eb, Ab, Db, F, C, G, and D.
- demonstrate a tone quality characteristic of one's own instrument in all registers and at all dynamic levels.
- (percussion) perform 7 stroke roll, flam paradiddle, flam accent, ruff, single and double drags, single and double paradiddles.
- (percussion) demonstrate a controlled long roll at all dynamic levels, on the following instruments: snare drum, Timpani, and keyboard percussion.

Goal #3

1,2,5,8,9

Identify and perform expressive characteristics, such as tempo, dynamics phrasing and style.

Benchmark The student will:	The student will be able to:	Goal #3
MU.A.2.3.2 perform as a member of a musical ensemble with expression, easy to moderate music literature from diverse genres and styles.	<ul style="list-style-type: none"> • perform music that changes meters. • perform music that changes key signatures. • understand and demonstrate all dynamic markings. • be able to identify and tell the order of flats and sharps in the key signature. • perform music selections containing the following time signatures: 4/4, 2/2, 3/4, 2/4, 3/8, 6/8, 5/4 and cut time. • write the key signatures for the following major scales: Bb Eb, Ab, Db, F, C G. and D. 	1,2,4,5,6,9,10

Demonstrate ensemble skills, such as balance, blend, intonation, responses to the conductor appropriate to various styles of literature.

Benchmark The student will:	The student will be able to:	Goal #3
MU.A.2.3.3 perform with basic ensemble skills (e.g., blends instrumental timbres, matches dynamic levels and responds to the cues of a director).	<ul style="list-style-type: none"> • adjust the pitch of one's own instrument to a given standard during actual performance and with the use of a tuning device. • demonstrate the attack and release of a tone, in accordance with the needs of a given music selection. • understand and demonstrate basic tempo markings. • understand and perform various patterns appropriate to Grade 2-3 literature. • continue to demonstrate good intonation with others using Grade 2-3 literature. • demonstrate the ability to follow a conductor's beat in 4/4, 2/4, 3/4, and 6/8 while performing Grade 2-3 literature. • demonstrate the ability to match tone and dynamic levels of others in Grade 2-3 literature. • identify and perform the following expressive markings in one or more genres: pp, ff, fermata, and accelerando. 	1,2,5,8,9

Demonstrate the ability to interpret melodic and rhythmic notation through practiced performance and sight reading.

Benchmark The student will:	The student will be able to:	Goal #3
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meter.	<ul style="list-style-type: none"> • sight read grade I - II music. • identify and play enharmonic tones. 	1,2,3,7
MU.A.3.3.2 use notation and symbols to organize musical ideas.	<ul style="list-style-type: none"> • perform simple music literature using the following musical symbols: treble clef, bass clef, simple and compound time signatures, bar lines, first and second endings, D.S., D.C., al fine, and coda. • notate musical ideas using- music notation. 	1,2,3,4,7
MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.	<ul style="list-style-type: none"> • notate the correct rhythm and pitches for a four measure phrase. Rhythms will consist of whole notes, half notes, dotted half notes, quarter notes and eighth notes. 	1,2,3,4,7

B. Creation and Communication

Compose or arrange music using basic compositional techniques.

Benchmark The student will:	The student will be able to:	Goal #3
MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.	<ul style="list-style-type: none"> • transpose a short melody to a different key or clef. 	1,2,3,4,5,6,8,9
MU.B.2.3.3 compose short pieces with others that express an idea or feeling.	<ul style="list-style-type: none"> • create music on their instruments using a variety of sounds, pitched and nonpitched, which convey a programmatic suggestion. 	1,2,3,4

C. Cultural and Historical Connections

Understand music in relation to culture and history.

Benchmark The student will:	The student will be able to:	Goal #3
MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres and composers.	<ul style="list-style-type: none"> • identify and describe the style characteristics of _____ music performed in _____ class. • classify the music and composers studied according to the historic and stylistic periods in <u>Western music: Renaissance, Baroque, Classical, Romantic and Contemporary</u>. 	1,2,10
MU.C.1.3.2 know representative examples of various American music genres.	<ul style="list-style-type: none"> • listen to and identify American styles of music such as jazz, folk songs, spirituals, musical theater, etc. 	1,2,10

D. Aesthetic and Critical Analysis

Listen to, analyzes and describes music.

Benchmark The student will:	The student will be able to:	Goal #3
MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.	<ul style="list-style-type: none"> • discuss criteria which may be used in evaluating individual and group performances. 	1,2,4
MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others	<ul style="list-style-type: none"> • evaluate one's own performance and the performance of others previously using developed criteria. • recognize the importance of accurate, constructive criticism 	1,2,4,5,8,

E. Applications to Life

Understand the relationship between music, the other arts, and disciplines outside the arts.

Benchmark The student will:	The student will be able to:	Goal #3
MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge: in dance: ending of Swan Lake: and in visual art: Pieta').	<ul style="list-style-type: none"> • describe how music is used with the other arts to convey expression and emotion in the entertainment industry. 	1,2,4
MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science)	<ul style="list-style-type: none"> • explain how temperature affects musical intonation. • explain how math is used in rhythmic notation. • explain the historical connection of music studied in class with particular events or time periods when applicable (e.g., Aura Lee associated with the Civil War, The Star Spangled Banner associated with the American struggle for independence). • identify the nationality of composers studied in class. 	1,2,3,4,6,

Understand the relationship between music and the world beyond the school setting.

Benchmark The student will:	The student will be able to:	Goal #3
MU.E.2.3.1 understand the influence of daily music experiences in one's personal life.	<ul style="list-style-type: none"> • understand the effect of music on daily activities. 	1,2,4,5
MU.E.2.3.2 use informed consumer choices concerning music.	<ul style="list-style-type: none"> • explain one's own performance of musical styles and artists. 	1,2,4,5
MU.E.2.3.3 understand the role of music, musicians, and performance practices in various other cultures.	<ul style="list-style-type: none"> • compare the role of musicians in America with their role in other countries or cultures. 	1,2,4,10
MU.E.2.3.4 understand the uniqueness of music and its importance in society.	<ul style="list-style-type: none"> • identify the various occasions that utilize live music and discuss how music impacts each occasion. • recognize the importance of attending performances in the community. • describe the use of music at a recent event in one's own life. 	1,2,4,10

Co-Curricular Requirements:

Goals at this level are geared toward continued individual skill development and group development. Individual practice outside of class is expected. Students will be expected to expand their performance levels outside of the classroom to include, but not limited to, clinics, concerts, and festivals. Students will be required to participate in practices and performances beyond the regular class time since this course is performance-oriented. Marching Band is not a part of the Middle School concept therefore it is not an expectation of the Middle School Band program.

M/J ORCHESTRA I (Beginning)

Course Number: 1302040

District Course Description:

The purpose of this course is to provide instruction to develop basic fundamentals and techniques in the area of bowed string instruments. Students are taught proper playing positions, the elements of tone production, basic musical terms and symbols, note reading and proper care and maintenance of instruments. This course may be repeated.

Prerequisite:

Ability to provide instrument and accessories through purchase or rental from school, music store, or private source.

A. Skills and Techniques

Demonstrate ability to produce a characteristic tone on an orchestral instrument of choice with correct posture, position, fingering, and bowing.

Benchmark The student will:

MU.A.2.3.1

perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

The student will be able to:

- recognize the different instruments within the string family.
- understand the proper care and maintenance of the instrument.
- identify the different parts of the instrument and bow.
- identify the names of the strings.
- recognize a characteristic tone on each of the instruments.
- produce a characteristic tone on an instrument.
- recognize and demonstrate correct playing positions: arco, pizzicato, right hand, sitting, standing.
- perform with equal fluency across all four strings.
- demonstrate down bow and up bow.
- demonstrate the ability to play with good intonation using appropriate fingers.
- demonstrate the ability to perform two and three note slurs and ties.
- perform a G, D, and C major scale.
- perform in all parts of the bow (upper, lower, and middle).

Goal #3

1,2,5,8,9

Demonstrate ensemble skills, such as balance, blend, intonation, and responses to the conductor appropriate to various styles of orchestra literature.

Benchmark The student will:

MU.A.2.3.3
perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

The student will be able to:

- identify one's own part in an ensemble such as melody, harmony, accompaniment.
- match pitches and play a melodic line in tune.
- recognize in tune/out of tune.
- demonstrate the ability to follow a conductor's beat in 4/4, 2/4, and 3/4 while performing Grade 1 literature .
- develop consistent practice skills.
- explain effective practice procedures (how to practice).
- perform a four measure phrase and understand the significance of musical phrases in music.
- demonstrate the procedure for tuning an instrument with help from the conductor.
- balance and blend with other members of the ensemble to achieve a good ensemble sonority.

Goal #3
1,2,5,8,9

Demonstrate the ability to interpret melodic and rhythmic notation through practiced performance and sight reading.

Benchmark The student will:	<u>The student will be able to:</u>	<u>Goal #3</u>
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.	<ul style="list-style-type: none"> • demonstrate independent performance by playing in two or more parts. • identify and perform the following expressive markings in one or more music genres: p, mp, mf, f, crescendo, diminuendo, and ritardando. • understand the following basic tempo markings: Andante, Allegro, and Moderato. • define and understand basic musical terms and symbols. • understand half and whole step relationships. 	1,2,4,5,6,7,8,9,10
MU.A.3.3.2 use notation and symbols to organize musical ideas.	<ul style="list-style-type: none"> • write a simple phrase for one's own instrument within a playable range using correct note values, signs, and symbols to convey musical ideas. 	1,2,3,4,7