

# MUSIC

## KINDERGARTEN

- Demonstrate difference between speaking and singing voice
- Sing simple songs within voice range (middle C to A)
- Imitate and improvise simple rhythmic and melodic patterns singing and playing instruments
- Create sound effects, movements, and dramatizations to songs, poems, and recorded music
- Use the body to respond to beat
- Describe and analyze music using verbal and physical responses (high/ low, fast/slow, soft/loud)
- Listen to, analyze, and describe a variety of music of diverse cultures

## GRADE 1

- Demonstrate correct singing voice within voice range (middle C to high A)
- Solfege with Kodaly hand signals and pitches (do-mi-sol-la)
- Read simplified notation
- Use body to respond to beat and rhythm patterns
- Play and improvise rhythmic and melodic instruments
- Create sound effects, movements, and dramatizations to songs, poems, and recorded music
- Describe and analyze music using verbal and physical responses (high/ low, fast/slow, soft/loud, micro- and macro-beat, AB form)
- Demonstrate understanding of AB form
- Listen to, analyze, and describe a variety of music of diverse cultures

## GRADE 2

- Sing simple melodies within voice range (middle B to high D)
- Use musical vocabulary and read standard notation (tempo, dynamics, quarter notes, quarter rests, paired eighth notes, whole note, half note, repeat sign, treble clef)
- Use solfege with Kodaly hand signs and pitches (do-re-mi-fa-sol-la)
- Use body to respond to beat, musical form, and rhythm patterns
- Play rhythmic and melodic patterns on instruments
- Create sound effects, movement, and dramatization to songs, poems, and recorded music
- Describe and analyze music using verbal and physical responses (high/ low, fast/slow, soft/loud, AB and ABA form))
- Demonstrate understanding of duple and triple meter (groups of 3 and 4)
- Listen to, analyze, and describe a variety of music of diverse cultures
- Read simplified standard notation using neutral syllables (Du-Day/Gordan method)
- Identify families of instruments

### **GRADE 3**

**(2 music classes per week: 1 general music; 1 recorder class)**

- Play recorder with correct technique, (breathing, posture, articulation, and tone) middle C to high C, a varied repertoire by rote, as well as written notation.
- Sing with expanded voice range (low B to high D)
- Use musical vocabulary and read standard notation (half rest, whole rest, da capo, fermata, sharp, flat, natural, grand staff, 1<sup>st</sup> and 2<sup>nd</sup> ending)
- Use solfege with hand signals and pitches (do-do)
- Identify instruments of the orchestra and categorize them into families
- Use body to respond to rhythm, meter, and musical form
- Play a varied repertoire on rhythmic and melodic instruments, including the recorder
- Compose and arrange music using rhythmic and melodic patterns in standard notation
- Describe music using musical vocabulary (tempo, dynamics, etc.)
- Create sound effects, movement, and dramatization to songs, poems, and recorded music within specified form (ABAC)
- Differentiate the music of diverse cultures
- Listen to, analyze, and describe a variety of music of diverse cultures

### **GRADE 4**

- Sing with an expanded vocal range (low A to high D)
- Read and write music in standard notation
- Play rhythmic and melodic instruments with phrasing and dynamics
- Use body to respond to recorded music from various cultures, beat, groups of beats, meter, and musical form
- Improvise, compose, and arrange music
- Describe and analyze music using musical vocabulary
- Differentiate the music of diverse cultures
- Listen to, analyze, and describe a variety of music of diverse cultures

### **GRADE 5**

#### **General Music**

- Sing with vocal range within low A to high D
- Use solfege with Kodaly signals and pitches (Do-Do) major
- Use solfege signals with Kodaly signals (La-La) minor
- Read music notation to sing and play melodic and percussion instruments with phrasing and dynamics
- Improvise, compose, and arrange music using rhythmic and melodic patterns in standard notation
- Use body to respond to music from various cultures, beat, meter, and musical form
- Read and sing in 2 part music
- Listen to, analyze, and describe a variety of music of diverse cultures

### **Instrumental Program**

- Understand and perform meter signatures: 4/4, 2/4, 3/4, and 6/8
- Identify and perform dotted quarter note/eighth note rhythm.
- Identify and perform dynamic markings: *p*, *mp*, *mf*, *f* and *diminuendo* and *crescendo*
- Identify and perform articulations markings: accents, *staccato* and *legato*
- Identify and perform tempo markings: *moderato*, *allegro*, *andante* and *ritard*
- Identify and perform repeat markings: *DS*, *DC*, *Coda* and *Fine*
- Identify and perform: concert Bb
- Identify and perform the following Concert Major Scales: Bb
- Conduct simple patterns: 2/4, 3/4 and 4/4

### **Jazz Band**

- Perform with expression and technical accuracy a varied repertoire with level of 1
- Identify and perform swing articulation (syllabic notation-do's and dut's)
- Identify phrasing (*forte-piano* crescendo shaping of long accented notes)
- Identify and perform syncopated rhythms
- Explore basic blues improvisation

### **Chorus and Choir**

- Sing with expression and technical accuracy a varied repertoire in unison and two parts with a difficulty of 1 and 2
- Perform with instrumental accompaniment
- Demonstrate appropriate posture and breathing techniques
- Use solfege
- Sing in tune with accurate rhythm and diction
- Demonstrate understanding of whole, half, quarter and eighth notes and corresponding rests
- Demonstrate the ability to read a score in two parts
- Demonstrate understanding of dynamics: *p*, *f*, *crescendo* and *decrescendo* and signs: repeat, 1<sup>st</sup> and 2<sup>nd</sup> endings and coda

## **GRADE 6**

### **General Music**

- Sing with vocal range within low A to high D
- Use solfege with Kodaly signals and pitches (Do-Do) major
- Use solfege signals with Kodaly signals (La-La) minor
- Read music notation to sing and play melodic and percussion instruments with phrasing and dynamics
- Improvise, compose, and arrange music using rhythmic and melodic patterns in standard notation
- Use body to respond to music from various cultures, beat, meter, and musical form
- Read and sing in 2 part music
- Listen to, analyze, and describe a variety of music of diverse cultures

### **Instrumental Program**

- Identify and perform simple rhythmic patterns from notation which include: dotted quarter and eighth note; eighth quarter eighth; eighth rest on the beat; and eighth rest on the up beat
- Identify and perform tempo markings: largo, adagio, presto, rallentando and vivace
- Identify and perform music terminology: unison, divisi, poco a poco, simile, solo, soli and tutti
- Extend range and technique
- Identify and perform the following concert Major scales: Eb, F and Ab
- Conduct simple patterns: 2/4, 3/4 and 4/4

### **Jazz Band**

- Perform with expression and technical accuracy a varied repertoire with level of 1
- Identify and perform swing articulation (syllabic notation-do's and dut's)
- Identify phrasing (forte-piano crescendo shaping of long accented notes)
- Identify and perform syncopated rhythms
- Explore basic blues improvisation

### **Chorus & Choir**

- Sing with expression and technical accuracy a varied repertoire in unison and two parts with a difficulty of 1 and 2
- Perform with instrumental accompaniment
- Demonstrate appropriate posture and breathing techniques
- Use solfege
- Sing in tune with accurate rhythm and diction
- Demonstrate understanding of whole, half, quarter and eighth notes and corresponding rests
- Demonstrate the ability to read a score in two parts
- Demonstrate understanding of dynamics: *p*, *f*, *crescendo* and *decrescendo* and signs: repeat, 1<sup>st</sup> and 2<sup>nd</sup> endings and coda

## **GRADE 7**

### **Music Technology**

- Imitate simple melodies, chords and simple rhythmic patterns by rote.
- Improvise melodies using major and minor pentatonic and blues scales
- Compose original music using form structure
- Arrange simple melodies using chords, bass line and rhythmic devices
- Use music technology to create CDs / MP3s/ podcasts / short videos that showcase a student's arrangements and original compositions

## Piano

- Read and play whole, half, quarter, eighth and dotted notes and rests in 2/4, 3/4, 4/4 and 6/8 meter time signatures in both the treble and bass clefs
- Read at sight simple melodies and intervals in both the treble and bass clefs
- Identify, define and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- Use standard notation to record musical ideas and simple beginner piano tunes
- Use the correct posture and hand position when playing the piano

## Guitar

- Read and play whole, half, quarter, eighth and dotted notes and rests in 2/4, 3/4, 4/4 and 6/8 meter time signatures in the treble clef
- Read and play simple riffs written in guitar tablature and read chords
- Play and sing songs with chordal accompaniment using various strumming techniques
- Play the guitar using the correct posture and technique
- Use music technology to record student performances

## Instrumental Program

- Perform with expression and technical accuracy a varied repertoire with level of difficulty 11/2, 2, 2 ½ and 3
- Identify and play rhythmic patterns from notation which include:
  - syncopated eighth note/quarter/eighth
  - sixteenth notes/rests
  - eighth and quarter note triplets/rests
  - dotted half/quarter/eighth
  - grace notes
- Identify and play time signatures; 6/8, cut time, 5/4
- Identify and play the Chromatic scale and the following concert Major Scales: Bb, Eb, Ab, F and G
- Identify and play minor tonalities
- Expand scale range to two octaves
- Expand technique and musicality i.e. phrasing, vibrato, trills, tuning, and ensemble performance, balance and blend
- Use solfege
- Play in tune with rhythmic accuracy, with appropriate articulation
- Demonstrate understanding of:
  - dynamics: *pp*, *p*, *mf*, *f*, *ff*, *sfp*, *crescendo* and *decrescendo*
  - signs; *repeat*, *D. S. al Coda*, *Fine*, *Coda*, *1<sup>st</sup>* and *2<sup>nd</sup>* endings
- Demonstrate appropriate posture and breathing techniques
- Explore music theory
- Further develop conducting patterns, styles and techniques
- Evaluate solo and ensemble performances

### **Jazz Band**

- Perform with expression and technical accuracy a varied repertoire with level difficulty: 1 1/2, 2, 2 1/2 and 3.
- Identify and perform swing, Latin, funk and rock rhythms
- Explore modal improvisation

### **Chorus & Vocal Jazz Choir**

- Sing with expression and technical accuracy a varied repertoire in three parts with a level of difficulty 2 and 3
- Perform a capella and with instrumental accompaniment
- Demonstrate understanding of whole, half, quarter and eighth notes and corresponding rests
- Use solfege
- Sing in tune with rhythmic accuracy and appropriate diction
- Develop quality of the singer's tone
- Demonstrate understanding of dynamics: *p*, *mf*, *f*, *crescendo* and *decrescendo* and signs: *repeat*, *D.S. al coda*, *coda*, *fine*, *1<sup>st</sup>* and *2<sup>nd</sup>* endings
- Demonstrate appropriate posture and breathing techniques
- Explore music theory
- Develop conducting patterns, styles, and techniques
- Evaluate solo and ensemble performances

## **GRADE 8**

### **Jazz Band**

- Perform with expression and technical accuracy a varied repertoire with level difficulty: 1 1/2, 2, 2 1/2 and 3.
- Identify and perform swing, Latin, funk and rock rhythms
- Explore modal improvisation

## Instrumental Program

- Perform with expression and technical accuracy a varied repertoire with level of difficulty 1 1/2, 2, 2 1/2 and 3
- Identify and play rhythmic patterns from notation which include:
- syncopated eighth note/quarter/eighth
- sixteenth notes/rests
- eighth and quarter note triplets/rests
- dotted half/quarter/eighth
- grace notes
- Identify and play time signatures; 6/8, cut time, 5/4
- Identify and play the Chromatic scale and the following concert Major Scales: Bb, Eb, Ab, F and G
- Identify and play minor tonalities
- Expand scale range to two octaves
- Expand technique and musicality i.e. phrasing, vibrato, trills, tuning, and ensemble performance, balance and blend
- Use solfege
- Play in tune with rhythmic accuracy, with appropriate articulation
- Demonstrate understanding of:
- dynamics: *pp, p, mf, f, ff, sfp, crescendo and decrescendo*
- signs; *repeat, D. S. al Coda, Fine, Coda, 1<sup>st</sup> and 2<sup>nd</sup> endings*
- Demonstrate appropriate posture and breathing techniques
- Explore music theory
- Further develop conducting patterns, styles and techniques
- Evaluate solo and ensemble performances

## Chorus & Vocal Jazz Choir

- Sing with expression and technical accuracy a varied repertoire in three parts with a level of difficulty 2 and 3
- Perform a capella and with instrumental accompaniment
- Demonstrate understanding of whole, half, quarter and eighth notes and corresponding rests
- Use solfege
- Sing in tune with rhythmic accuracy and appropriate diction
- Develop quality of the singer's tone
- Demonstrate understanding of dynamics: *p, mf, f, crescendo and decrescendo and signs: repeat, D.S. al coda, coda, fine, 1<sup>st</sup> and 2<sup>nd</sup> endings*
- Demonstrate appropriate posture and breathing techniques
- Explore music theory
- Develop conducting patterns, styles, and techniques
- Evaluate solo and ensemble performances

## **GRADES 9-12**

### **Choir & Repertory Singers**

- Sing with expression and technical accuracy a varied repertoire in four or more parts with a difficulty rating of 4, 5 and 6 on a scale of 1-6
- Perform a capella and with instrumental accompaniment
- Demonstrate the ability to read a vocal score in four or more parts and describe how the elements of music are used
- Use solfege
- Sing on pitch independently and in ensemble using correct rhythms and a steady beat
- Improvise melodies
- Sight read a simple melody with rhythmic accuracy and expression with a level of difficulty 3 on a scale of 1-6

### **Symphony Band, Wind Ensemble, Chamber Ensemble**

- Sight read and sight sing moderately difficult melodies and all intervals
- Perform with expression and technical accuracy a varied repertoire with level of difficulty rating 3, 4, 5 and 6 on a scale of 1-6
- Identify and perform rhythmic patterns from notation which include:
  - syncopated eighth note/quarter/eighth/sixteenth
  - sixteenth/thirty second notes/rests
  - eighth and quarter note triplets and duplets/rests
  - grace notes
- Identify and perform time signatures: 12/8, 3/8, 9/8, 5/8, 7/8, 2/2, 12/4
- Identify and perform the Chromatic scale and the following concert Major Scales: B, C, E, Gb and the following Minor Scales: A, D, F, G, C and E
- Identify and perform the following modes: Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian
- Expand Scale Range to three octaves
- Expand technique and musicality i.e. Phrasing, vibrato, trills, tuning, ensemble performance and balance
- Require music memory
- Further develop conducting patterns, styles and techniques

### **Jazz Band**

- Further develop Jazz repertoire with level of difficulty rating of Grade 3, 4 and 5 on a scale of 1-6
- Identify and perform literature representing various forms of the Jazz idiom: Swing, Latin, Funk, Blues, Rock, Contemporary, Bebop
- Further explore modal improvisation
- Explore compositional arrangement
- Require music memory

## **Marching Band**

- Sight read and sight sing moderately difficult melodies and all intervals
- Perform with expression and technical accuracy a varied repertoire with level of difficulty rating of 2, 3, 4, 5 and 6 on a scale of 1-6
- Identify and perform rhythmic patterns from notation which include:
  - syncopated eighth note/quarter/eighth/sixteenth
  - sixteenth/thirty second notes/rests
  - eighth and quarter note triplets/rests and duplets/rests
  - grace notes
- Identify and perform time signatures: 12/8, 3/8, 9/8
- Identify and perform the chromatic scale and the following Major Scales: B, C, E, Gb and the following Minor Scales: A, D, F, G, C and E
- Identify and perform the following modes: Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian
- Expand Scale Range to three octaves
- Expand technique and musicality i.e. Phrasing, vibrato, trills, tuning, ensemble performance and balance
- Require music memory
- Further develop conducting patterns, styles and techniques
- Perform marching drill designs
- Explore body movement with music

## **Band Front/Color Guard**

- Demonstrate strength, flexibility, balance and neuromuscular coordination
- Identify and demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- Recognize and explore space, time and force as three elements of music and dance
- Demonstrate partner skills of copying, leading, following and mirroring imaging
- Demonstrate ability to work in a group to learn and perform sequences of movement and simple dances
- Develop and value positive body image
- Demonstrate rhythmic acuity in moving
- Evaluate solo and ensemble performances.
- Demonstrate proper techniques with the use of props such as rifles, sabers and flags

### **Theory I & II & AP**

- Identify and write with the use of technology:
  - Major and minor scales
  - Key signatures
  - Intervals
  - 4/4, 2/4, 3/4, 3/8 and 6/8 time signatures
  - Flats, Sharps and natural accidentals
  - Triads and V7 chords
- Compose music in several styles
- Analyze and describe the elements of music in a given work that makes it unique, interesting and expressive
- Compare and contrast ways in which compositional devices and techniques are used
- Make connections to other academic areas

### **Music Technology I & II**

- Improvise melodies using major, minor and modal scales
- Improvise rhythms using whole/half/quarter/eighth notes and rests
- Compose and arrange chords using Major/minor triads and seventh chords in root, first inversion and second inversion: I, IV, V, ii, iii, vi
- Arrange simple melodies using chords, bass line and rhythmic devices
- Compose and arrange chord progressions
- Listen and analyze various melodies
- Imitate simple melodies, chord patterns, and rhythmic patterns by rote

### **Music Theater**

- Perform scenes from musical productions in a group
- Sing selections from musicals on pitch using correct rhythms and a steady beat, independently and in an ensemble
- Act and create characters with physical movement, gestures, sound and facial expression
- Improvise short scenes with dialogue, movement and music
- Present a research project on musicals and composers of the Broadway genre
- Create and perform choreography for music from the Broadway genre