

**WEST ALLEGHENY
SCHOOL DISTRICT**

**MUSIC
CURRICULUM
K-12**



2008

ACKNOWLEDGEMENTS

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DR. CHRISTINE ASSETTA - ASSISTANT TO THE SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION

TOM SNYDER - ARTS COORDINATOR AND MIDDLE SCHOOL INSTRUMENTAL

EARL WIECHELT, JR. - MUSIC DEPARTMENT CHAIR AND HS VOCAL

MEAGAN BRUNO – MIDDLE SCHOOL VOCAL AND GENERAL MUSIC

JASON CHESKAWICH – HS INSTRUMENTAL AND DONALDSON INSTRUMENTAL

T.J. FOX – MCKEE VOCAL AND GENERAL MUSIC, DONALDSON GENERAL MUSIC

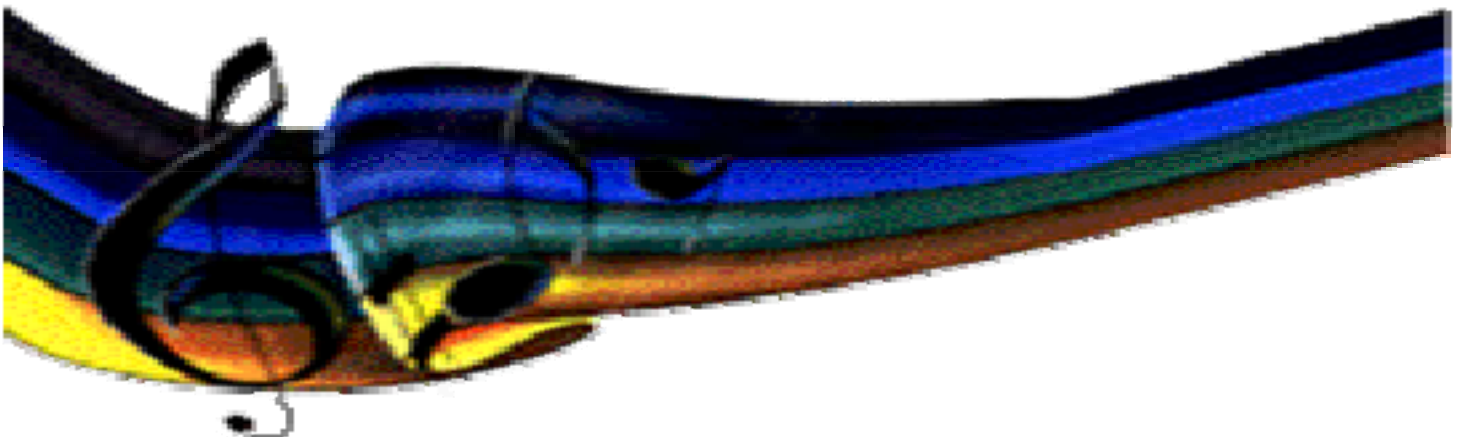
STEVE GROBA – MIDDLE SCHOOL INSTRUMENTAL

MARK HOFFMAN – MCKEE INSTRUMENTAL

DARREN HUMBERT – WILSON INSTRUMENTAL AND DONALDSON GENERAL MUSIC

LAURA JACK – WILSON AND DONALDSON VOCAL AND GENERAL MUSIC

ANDREW PETERS – MIDDLE SCHOOL VOCAL AND GENERAL MUSIC



West Allegheny Music Curriculum

GENERAL MUSIC Grades K-8	INSTRUMENTAL MUSIC Grades 4-12	VOCAL MUSIC Grades 5-12	MUSIC COMPOSITION HS
I. PERFORMING <ul style="list-style-type: none"> • Singing • Playing Instruments 	I. MUSIC READING <ol style="list-style-type: none"> 1. Rhythm 2. Notes 3. Symbols & Terms 	I. MUSIC READING <ol style="list-style-type: none"> 1. Sight Singing & Ear Training 2. Notation & Vocabulary 	I. THEORY <ol style="list-style-type: none"> 1. Rhythm 2. Dynamics 3. Melody 4. Harmony 5. Tone Color
II. CREATING <ul style="list-style-type: none"> • Improvising • Composing 	II. INDIVIDUAL TECHNIQUE <ol style="list-style-type: none"> 1. Instrument Care & Practice 2. Patterns 3. Tone Production & Intonation 4. Articulation 	II. VOCAL TECHNIQUE <ol style="list-style-type: none"> 1. Tone Production 2. Diction 3. Vocal Health 	II. CREATING <ul style="list-style-type: none"> • Rhythmic • Melodic • Homophonic – Voices • Homophonic – Percussion • Homophonic – Brass • Homophonic - Woodwinds
III. MUSIC READING <ul style="list-style-type: none"> • Rhythm • Melody • Harmony • Dynamics • Notation 	III. ENSEMBLE TECHNIQUE <ol style="list-style-type: none"> 1. Conducting 2. Balance & Blend 3. Etiquette 	III. CHORAL TECHNIQUE <ol style="list-style-type: none"> 1. Blend & Intonation 2. Balance, Dynamics & Texture 3. Articulation, Phrasing & Diction 4. Etiquette 	III. HISTORY <ul style="list-style-type: none"> • Music in Antiquity • Renaissance • Baroque • Classical • Romantic • Modern • Style
IV. RESPONDING <ul style="list-style-type: none"> • Form • Tone Color • Listening • Criticism • Aesthetics 	IV. MUSICIANSHIP <ol style="list-style-type: none"> 1. Phrasing 2. Compositional Elements 3. Repertoire (Expression, Style, Composers, Genre, Historical Periods, Historical & Cultural Contexts, Interdisciplinary Connections, Aesthetics & Criticism) 	IV. MUSICIANSHIP <ol style="list-style-type: none"> 1. Conducting & Expression 2. Repertoire (Expression, Style, Composers, Genre, Historical Periods, Historical & Cultural Contexts, Interdisciplinary Connections, Aesthetics & Criticism) 	IV. RESPONDING <ul style="list-style-type: none"> • Listening • Criticism • Aesthetics
V. CONNECTING <ul style="list-style-type: none"> • Music History • Cultural Contexts • Interdisciplinary 			

West Allegheny School District MUSIC CURRICULUM

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**WEST ALLEGHENY
SCHOOL DISTRICT**

**GENERAL MUSIC
CURRICULUM
K-8**



West Allegheny School District GENERAL MUSIC CURRICULUM

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West Allegheny General Music Curriculum

PHILOSOPHY

The West Allegheny General Music Curriculum reflects the philosophical orientation and instructional recommendations advocated by the National Association for Music Education (MENC) and the PA Music Educators Association (PMEA) and is aligned with the most current *National Standards for Arts Education* and the *PA Academic Standards for Arts & Humanities*.

A student enrolled in General Music in kindergarten through fifth grade will have the opportunity to develop a comprehensive musical background through the academic study of and active participation in music. Music is an active form of doing and knowing, a means of expression and communication that celebrates the human spirit. Music can be used to explore, question, define and develop a sense of self. Music education is a unifying force that embraces literacy, interdisciplinary connections and multicultural awareness. Students must be sensitized to the importance of past and present cultures---both their own and from throughout the world---- to further solidify that foundation for lifelong participation, appreciation and enjoyment.

Musical concepts must be learned through a multi-modal teaching process that directs the content at the cognitive, kinesthetic and affective domains to develop aesthetic sensitivity and response. Engaging the aural, visual and physical senses simultaneously or sequentially maximizes comprehension. The higher the level of musical concepts and skills developed by the student, the more intense and comprehensive the artistic experience. Music instruction also exercises linguistic, logical-mathematical and spatial modes of learning as its hands-on experiences reinforce ordering and retaining knowledge and higher-order thinking skills while applying both concrete and abstract concepts. Music study enables students to better objectify the subjective when possible while also fostering creativity. Technology infused throughout the music program provides students with opportunities to reinforce and apply musical concepts and skills.

Research continues to illuminate additional benefits of music study, including increased standardized test scores and brain development while enhancing and reinforcing knowledge gained in other subjects. Participating in the general music programs enables a student to develop the self-discipline, work ethic, focus, responsibility and assertiveness that combine to make excellence possible within the individual, as well as the awareness, collaboration and goal-achieving skills that combine to make excellence possible as a group. Developing these tangibles and intangibles will contribute to life-long success in the classroom and the workplace.

Music study is an essential part of every school curriculum. Each student must have the opportunity to participate in a music program taught by certified music specialists that reflects the continuing advances in music education while remaining relevant and integral to the ongoing cultural development of the West Allegheny community. The vision, design and implementation of the General Music curriculum provide comprehensive musical experiences for West Allegheny students that foster a lifetime association with music as an adult who sings and/or plays instruments at home and in the community, who attends live music performances, who is a discriminating listener of a variety of music, and who is an arts advocate and supporter of music education.

WEST ALLEGHENY SCHOOL DISTRICT GENERAL MUSIC CURRICULUM

KINDERGARTEN



	Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	General Music: ELEMENTARY - KINDERGARTEN
	The following skills/concepts will be covered throughout the year.
Performing	<ul style="list-style-type: none"> • SINGING <ul style="list-style-type: none"> - demonstrate singing and speaking voices, and match pitch • PLAYING INSTRUMENTS <ul style="list-style-type: none"> - play non-pitched classroom instruments • BOTH <ul style="list-style-type: none"> - demonstrate steady beat, echo rhythmic patterns, and use correct posture and proper technique
Creating	<ul style="list-style-type: none"> • IMPROVISING AND COMPOSING <ul style="list-style-type: none"> - sing or play classroom instruments to improvise a response to musical prompts, select or create musical sound sources to accompany readings or dramatizations, and create rhythmic patterns
Music Reading	<ul style="list-style-type: none"> • RHYTHM, MELODY AND DYNAMICS <ul style="list-style-type: none"> - respond to iconic notation and distinguish between the musical opposites of sound and silence, fast and slow, high and low, upward and downward, and loud and soft
Responding	<ul style="list-style-type: none"> • FORM <ul style="list-style-type: none"> - two sections of music as same or different • TONE COLOR <ul style="list-style-type: none"> - vocal timbres; identify piano, guitar and classroom percussion instruments • LISTENING <ul style="list-style-type: none"> - identify elements of music in a variety of music, and respond to music through movement • AESTHETICS <ul style="list-style-type: none"> - respond orally, in writing, through art or through movement to music in a variety of styles and from diverse cultures
Connecting	<ul style="list-style-type: none"> • MUSIC HISTORY AND CULTURAL CONTEXTS <ul style="list-style-type: none"> - listen to music from different historical periods, in a variety of styles and from diverse cultures • INTERDISCIPLINARY <ul style="list-style-type: none"> - commonalities between music and art, dance and theatre as well as other content areas, how music is used in society

WEST ALLEGHENY SCHOOL DISTRICT

Subject: GENERAL MUSIC

Grade Level: ELEMENTARY – GRADES K-5



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education: MUSIC

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in General Music in kindergarten through fifth grade will have the opportunity to develop a comprehensive musical background through the academic study of and active participation in music. Emphasis is placed upon developing performance skills, creativity, musical concepts, informed listening skills, aesthetic perception and response, and an appreciation of historical and cultural contexts.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

MacMillan *Share the Music Series*
Music K-8 Magazine

Teaching Kids to Sing - Kenneth H. Phillips
The First Steps in Music Series - John M. Feierabend
GAMEPLAN 1, 2, and 3 - Jeff Kriske & Randy Delelles
Music in Preschool - Katalin Forrai
The Melody Book - Patricia Hackett

Supplemental Materials

ASSESSMENTS:

Teacher Observation
In-Class Performance
Participation

TECHNOLOGY USED:

MusicMaestro
Finale NotePad
iTunes
Web-Based Resources
Supplemental Software

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 9

COURSE: GENERAL MUSIC	GRADE: KINDERGARTEN
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<i>The student will:</i>		
	1. Respond to conductor cues while singing and playing classroom instruments.	9.1B	1,2
	2. Demonstrate steady beat when speaking, singing, producing body percussion and playing classroom instruments.	9.1AB	1,2
	3. Echo developmentally appropriate rhythmic patterns with the voice, body percussion and non-pitched classroom instruments.	9.1AB	1,2
	4. Exhibit proper posture while singing and playing classroom instruments.	9.1AB	1,2
	5. Sing, play instruments and move to developmentally appropriate repertoire of varying styles and tonalities. (i.e. folk songs—American and world music, dances, patriotic songs, game songs)	9.1ABD	1,2,6,9
• SINGING	6. Recognize and demonstrate the singing and speaking voices.	9.1ABC	1
	7. Match pitch within a developmentally appropriate range.	9.1AB	1
• PLAYING INSTRUMENTS	8. Aurally and visually identify and play non-pitched classroom instruments with the proper technique.	9.1BCH	2

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: KINDERGARTEN
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• IMPROVISING AND COMPOSING	<i>The student will:</i>		
	1. Create a response to rhythmic and melodic prompts by singing or playing classroom instruments.	9.1ABD	1,2,3
	2. Select or create musical sound sources to accompany readings or dramatizations.	9.1ABD	4
	3. Create rhythmic patterns using quarter notes and eighth notes.	9.1ABC	3,4

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: KINDERGARTEN
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• RHYTHM	<i>The student will:</i> 1. Respond to iconic notation aurally, visually and kinesthetically, distinguishing between musical opposites: a. sound and silence b. fast and slow	9.1ABC	5,6,8
• MELODY	2. Respond to iconic notation aurally, visually and kinesthetically, distinguishing between musical opposites: a. high and low b. moving upward and downward	9.1ABC	5,6,8
• DYNAMICS	3. Respond to iconic notation aurally, visually and kinesthetically, distinguishing between musical opposites: a. loud and soft	9.1ABC	5,6,8

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: KINDERGARTEN
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • FORM • TONE COLOR 	<i>The student will:</i> 1. Distinguish between two sections of music as same or different.	9.1AC	6
	2. Identify and differentiate among vocal timbres: a. speaking b. singing c. shouting d. whispering	9.1AC	6
	3. Identify musical instruments visually and aurally. a. piano b. guitar c. classroom percussion instruments	9.1AC	6
	4. Aurally and visually identify world instruments.	9.1ACD	6,9
<ul style="list-style-type: none"> • LISTENING 	5. Identify elements of music in aural and visual examples representative of diverse genres and cultures.	9.1AC 9.2C	6,8,9
	6. Respond to selected repertoire through purposeful movement.	9.1B 9.4BD	6,8

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 13

COURSE: GENERAL MUSIC	GRADE: KINDERGARTEN
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• AESTHETICS	<i>The student will:</i> 7. Respond orally, in writing, kinesthetically or through art to selected musical excerpts of varying styles and from diverse cultures.	9.4BD	6,7,9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: KINDERGARTEN
STRAND: V. CONNECTING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • MUSIC HISTORY & CULTURAL CONTEXTS • INTERDISCIPLINARY 	<i>The student will:</i>		
	1. Listen to and identify the relevance of selected repertoire from varied historical periods and from diverse cultures.	9.2ABCF	6,7,9
	2. Recognize commonalities between music and the other arts---visual arts, dance and theatre.	9.1AC 9.2ABCF	6,8
	3. Integrate music with other content areas.	9.1ACD 9.2ABCF	6,8
	4. Identify uses of music in society in addition to the recording industry. (i.e. commercials, sporting events, media, video games, cartoons)	9.2ABCF	6,8

WEST ALLEGHENY SCHOOL DISTRICT GENERAL MUSIC CURRICULUM

FIRST GRADE



	Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	General Music: ELEMENTARY – 1ST GRADE
	The following skills/concepts will be covered throughout the year.
Performing	<ul style="list-style-type: none"> • SINGING <ul style="list-style-type: none"> - match pitch within a developmentally appropriate range • PLAYING INSTRUMENTS <ul style="list-style-type: none"> - play non-pitched classroom instruments, play Orff instruments, play a simple bordun on Orff instruments, and play an instrumental accompaniment • BOTH <ul style="list-style-type: none"> - demonstrate steady beat, echo rhythmic patterns, and use correct posture and proper technique
Creating	<ul style="list-style-type: none"> • IMPROVISING <ul style="list-style-type: none"> - sing or play classroom instruments to improvise melodic and rhythmic responses to musical prompts using an appropriate vocabulary, and select or create musical sound sources to accompany readings or dramatizations • COMPOSING <ul style="list-style-type: none"> - compose rhythmic patterns using specific rhythms, and compose a melody using three specific pitches
Music Reading	<ul style="list-style-type: none"> • RHYTHM, MELODY AND DYNAMICS <ul style="list-style-type: none"> - respond to iconic notation and distinguish between musical opposites, read rhythmic notation using Gordon syllables, and demonstrate Kodaly hand signs for musical pitches
Responding	<ul style="list-style-type: none"> • FORM <ul style="list-style-type: none"> - label same or different sections of music as in AB or ABA forms • TONE COLOR <ul style="list-style-type: none"> - identify pitched and non-pitched percussion instruments, the families of classroom percussion instruments, and world instruments • LISTENING <ul style="list-style-type: none"> - identify elements of music in a variety of music, and respond to music through movement • AESTHETICS <ul style="list-style-type: none"> - respond orally, in writing, through art or through movement to music in a variety of styles and from diverse cultures
Connecting	<ul style="list-style-type: none"> • MUSIC HISTORY AND CULTURAL CONTEXTS <ul style="list-style-type: none"> - listen to music from different historical periods, in a variety of styles and from diverse cultures • INTERDISCIPLINARY <ul style="list-style-type: none"> - commonalities between music and art, dance and theatre as well as other content areas, how music is used in society

WEST ALLEGHENY SCHOOL DISTRICT

Subject: GENERAL MUSIC

Grade Level: ELEMENTARY – GRADES K-5



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

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- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
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- H. PA Artists

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- A. Critical Processes
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

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4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
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WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 19

COURSE: GENERAL MUSIC	GRADE: 1
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• SINGING	<i>The student will:</i>		
	1. Respond to conductor cues while singing and playing classroom instruments.	9.1B	1,2
	2. Demonstrate steady beat when speaking, producing body percussion and playing classroom instruments.	9.1AB	1,2
	3. Echo developmentally appropriate rhythmic patterns with the voice, body percussion and non-pitched classroom instruments.	9.1AB	1,2
	4. Exhibit proper posture while singing and playing classroom instruments.	9.1AB	1,2
	5. Sing, play instruments and move to developmentally appropriate repertoire of varying styles and tonalities. (i.e. folk songs-American and world, dances, patriotic songs, game songs)	9.1ABD	1,2,6,9
	6. Distinguish between the singing and speaking voices.	9.1ABC	1
7. Match pitch within a developmentally appropriate range.	9.1AB	1	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 1
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PLAYING INSTRUMENTS	<i>The student will:</i>		
	8. Aurally and visually identify and play pitched (Orff instruments) and non-pitched classroom instruments with the proper technique.	9.1ABCH	2
	9. Play a simple bordun on Orff instruments with only the necessary bars present.	9.1ABCD	2
	10. Play an instrumental accompaniment while others sing or play instruments.	9.1B	2

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 1
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• IMPROVISING	<i>The student will:</i> 1. Create a response to rhythmic prompts through speaking, body percussion or playing classroom instruments using quarter notes and eighth notes.	9.1ABCD	1,2,3
	2. Create a response to melodic prompts by singing or playing classroom instruments using three pitches, sol, mi and la.	9.1ABCD	1,2,3
	3. Select or create musical sound sources to accompany readings or dramatizations.	9.1ABD	3,4
• COMPOSING	4. Compose a rhythmic pattern using quarter notes, eighth notes and quarter rests.	9.1ABCD	4
	5. Compose a melody using sol, mi and la.	9.1ABCD	4

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 1
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• RHYTHM	<i>The student will:</i>		
	1. Respond to iconic notation aurally, visually and kinesthetically, distinguishing between musical opposites: a. sound and silence b. fast and slow	9.1ABC	5,6,8
• MELODY	2. Read rhythmic notation using Gordon syllables for quarter notes, eighth notes and quarter rests.	9.1ABC	5
	3. Respond to iconic notation aurally, visually and kinesthetically, distinguishing between musical opposites: a. high and low b. moving upward and downward	9.1ABC	5,6,8
	4. Read melodic notation using iconic representation for sol, mi and la.	9.1ABC	5
	5. Demonstrate Kodaly hand signs for sol, mi and la.	9.1ABC	5
• DYNAMICS	6. Respond to iconic notation aurally, visually and kinesthetically, distinguishing between musical opposites: a. loud and soft.	9.1ABC	5,6,8

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 23

COURSE: GENERAL MUSIC	GRADE: 1
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • FORM • TONE COLOR 	<i>The student will:</i> 1. Distinguish aurally between AB and ABA forms.	9.1AC	6
	2. Identify the timbres of a man, woman and child’s voice.	9.1AC	6
	3. Aurally and visually identify pitched and non-pitched percussion instruments.	9.1AC	6
	4. Identify the families of classroom percussion instruments: a. woods b. metals c. skins	9.1AC	6
	5. Aurally and visually identify world instruments.	9.1ACD	6,9
<ul style="list-style-type: none"> • LISTENING 	6. Identify elements of music in aural and visual examples representative of diverse genres and cultures.	9.1ACD 9.2C	6,8,9
	7. Respond to selected repertoire through purposeful movement.	9.1BD 9.4BD	6,8

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 1
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• AESTHETICS	<i>The student will:</i> 8. Respond orally, in writing, kinesthetically or through art to selected musical excerpts of varying styles and from diverse cultures.	9.4BD	6,7,9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 1
STRAND: V. CONNECTING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • MUSIC HISTORY & CULTURAL CONTEXTS • INTERDISCIPLINARY 	<i>The student will:</i>		
	1. Listen to and identify the relevance of selected repertoire from varied historical periods and from diverse cultures.	9.2ABCF	6,7,9
	2. Recognize commonalities between music and the other arts---visual arts, dance and theatre.	9.1AC 9.2ABCF	6,8
	3. Integrate music with other content areas.	9.1ACD 9.2ABCF	6,8
	4. Identify uses of music in society in addition to the recording industry. (i.e. commercials, sporting events, media, video games, cartoons)	9.2ABCF	6,8

**WEST ALLEGHENY SCHOOL DISTRICT
GENERAL MUSIC CURRICULUM**

SECOND GRADE



	Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	General Music: ELEMENTARY – 2ND GRADE
	The following skills/concepts will be covered throughout the year.
Performing	<ul style="list-style-type: none"> • SINGING <ul style="list-style-type: none"> - match pitch within a developmentally appropriate range, and sing with proper diction • PLAYING INSTRUMENTS <ul style="list-style-type: none"> - play non-pitched classroom instruments, play Orff instruments, play simple and broken borduns on Orff instruments, play instruments with appropriate dynamics, and play an instrumental accompaniment • BOTH <ul style="list-style-type: none"> - respond to conductor cues, echo rhythmic patterns, and use correct posture and proper technique
Creating	<ul style="list-style-type: none"> • IMPROVISING <ul style="list-style-type: none"> - sing or play classroom instruments to improvise melodic and rhythmic responses to musical prompts using an appropriate vocabulary, and select or create musical sound sources to accompany readings or dramatizations • COMPOSING <ul style="list-style-type: none"> - compose rhythmic patterns using specific rhythms, and compose a melody using the five pitches of the pentatonic scale
Music Reading	<ul style="list-style-type: none"> • RHYTHM, MELODY, DYNAMICS AND NOTATION <ul style="list-style-type: none"> - respond to iconic notation and distinguish between musical opposites, read rhythmic notation using Gordon syllables, read staff notation and demonstrate Kodaly hand signs for the five pitches of the pentatonic scale, and identify traditional notation symbols and terms
Responding	<ul style="list-style-type: none"> • FORM <ul style="list-style-type: none"> - recognize AB and ABA forms, and identify an introduction • TONE COLOR <ul style="list-style-type: none"> - identify orchestra instruments and families, and world instruments • LISTENING <ul style="list-style-type: none"> - major and minor tonalities, identify elements of music in a variety of music, describe music using appropriate terminology, and respond to music through movement • AESTHETICS <ul style="list-style-type: none"> - respond orally, in writing, through art or through movement to music in a variety of styles and from diverse cultures
Connecting	<ul style="list-style-type: none"> • MUSIC HISTORY AND CULTURAL CONTEXTS <ul style="list-style-type: none"> - listen to music from different historical periods, in a variety of styles and from diverse cultures • INTERDISCIPLINARY <ul style="list-style-type: none"> - commonalities between music and art, dance and theatre as well as other content areas, how music is used in society

WEST ALLEGHENY SCHOOL DISTRICT

Subject: GENERAL MUSIC

Grade Level: ELEMENTARY – GRADES K-5



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education: MUSIC

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in General Music in kindergarten through fifth grade will have the opportunity to develop a comprehensive musical background through the academic study of and active participation in music. Emphasis is placed upon developing performance skills, creativity, musical concepts, informed listening skills, aesthetic perception and response, and an appreciation of historical and cultural contexts.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

MacMillan *Share the Music Series*
Music K-8 Magazine

Teaching Kids to Sing - Kenneth H. Phillips
The First Steps in Music Series - John M. Feierabend
GAMEPLAN 1, 2, and 3 - Jeff Kriske & Randy Delelles
Music in Preschool - Katalin Forrai
The Melody Book - Patricia Hackett

Supplemental Materials

ASSESSMENTS:

Teacher Observation
In-Class Performance
Participation

TECHNOLOGY USED:

MusicMaestro
Finale NotePad
iTunes
Web-Based Resources
Supplemental Software

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 2
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• SINGING	<i>The student will:</i>		
	1. Respond to conductor cues while singing and playing classroom instruments.	9.1B	1,2
	2. Demonstrate steady beat when speaking, producing body percussion and playing classroom instruments.	9.1AB	1,2
	3. Echo developmentally appropriate rhythmic patterns with the voice, body percussion and non-pitched classroom instruments.	9.1AB	1,2
	4. Exhibit proper posture while singing and playing classroom instruments.	9.1AB	1,2
	5. Sing, play instruments and move to developmentally appropriate repertoire of varying styles and tonalities. (i.e. folk songs – American and world, dances, patriotic songs, game songs)	9.1ABD	1,2,6,9
	6. Identify and demonstrate macro beat and micro beat.	9.1ABC	1
	7. Match pitch within a developmentally appropriate range.	9.1AB	1
	8. Sing with proper diction.	9.1AB	1

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 2
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PLAYING INSTRUMENTS	<i>The student will:</i> Items in a list that are new to this grade level are bolded .		
	9. Aurally and visually identify and play pitched (Orff instruments) and non-pitched classroom instruments with the proper technique.	9.1BCH	2
	10. Play simple and broken borduns on Orff instruments with only the necessary bars present.	9.1ABCD	2
	11. Play an instrumental accompaniment while others sing or play classroom instruments.	9.1B	2
	12. Play classroom instruments with appropriate dynamics.	9.1ABC	2

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 2
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• RHYTHM	<i>The student will:</i> Items in a list that are new to this grade level are bolded .		
	1. Respond to iconic notation aurally, visually and kinesthetically, distinguishing between musical opposites: a. sound and silence b. fast and slow	9.1ABC	5,6,8
	2. Read rhythmic notation using Gordon syllables for quarter notes, eighth notes, quarter rests, half notes and whole notes .	9.1ABC	5
• MELODY	3. Identify flagged eighth notes.	9.1AC	5
	4. Respond to iconic notation aurally, visually and kinesthetically, distinguishing between musical opposites: a. high and low b. moving upward and downward c. step, skip and repeat	9.1ABC	5,6,8
	5. Read melodic notation using iconic and staff notation for the five pitches of the pentatonic scale.	9.1ABC	5
	6. Demonstrate Kodaly hand signs for the five pitches of the pentatonic scale.	9.1ABC	5

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 2
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none">• DYNAMICS	<p><i>The student will:</i> Items in a list that are new to this grade level are bolded.</p> <p>7. Respond to notation aurally, visually and kinesthetically, distinguishing between musical opposites: a. forte and piano b. crescendo and decrescendo</p>	9.1ABC	5,6,8
<ul style="list-style-type: none">• NOTATION	<p>8. Identify traditional notation symbols and terms: a. ostinato b. staff c. repeat sign d. double bar line e. accent f. dynamics g. macro beat and micro beat</p>	9.1C	5

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 35

COURSE: GENERAL MUSIC	GRADE: 2
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • FORM • TONE COLOR • LISTENING 	<i>The student will:</i>		
	1. Distinguish aurally between AB and ABA forms.	9.1AC	6
	2. Identify the form structure of introduction.	9.1AC	6
	3. Aurally and visually identify orchestra instruments and families.	9.1ACD	6
	4. Aurally and visually identify world instruments.	9.1ACD	6,9
	5. Distinguish between major and minor tonalities.	9.1AC	6
	6. Identify elements of music in aural and visual examples representative of diverse genres and cultures.	9.1ACD 9.2C	6,9
	7. Describe selected repertoire using appropriate musical terminology.	9.1ACD 9.3AD	6
8. Respond to selected repertoire through purposeful movement.	9.1BD 9.4BD	6,8	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 2
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• AESTHETICS	<i>The student will:</i> 9. Respond orally, in writing, kinesthetically or through art to selected musical excerpts of varying styles and from diverse cultures.	9.4BD	6,7,9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 2
STRAND: V. CONNECTING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • MUSIC HISTORY & CULTURAL CONTEXTS • INTERDISCIPLINARY 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Listen to and identify the relevance of selected repertoire from varied historical periods and from diverse cultures. 2. Recognize commonalities between music and the other arts---visual arts, dance and theatre. 3. Integrate music with other content areas. 4. Identify uses of music in society in addition to the recording industry. (i.e. commercials, sporting events, media, video games, cartoons) 	<p>9.2ABCF</p> <p>9.1AC 9.2ABCF</p> <p>9.1ACD 9.2ABCF 9.2ABCF</p>	<p>6,7,9</p> <p>6,8</p> <p>6,8 6,8</p>

**WEST ALLEGHENY SCHOOL DISTRICT
GENERAL MUSIC CURRICULUM**

THIRD GRADE



	Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	General Music: ELEMENTARY – 3RD GRADE
	The following skills/concepts will be covered throughout the year.
Performing	<ul style="list-style-type: none"> • SINGING <ul style="list-style-type: none"> - match pitch within a developmentally appropriate range, sing with proper diction, and sing in parts through rounds and ostinati • PLAYING INSTRUMENTS <ul style="list-style-type: none"> - play pitched and non-pitched classroom instruments, play simple and broken borduns on Orff instruments, and play four notes on the soprano recorder • BOTH <ul style="list-style-type: none"> - respond to conductor cues, echo rhythmic patterns, use correct posture and proper technique, and demonstrate macro and micro beats
Creating	<ul style="list-style-type: none"> • IMPROVISING <ul style="list-style-type: none"> - sing or play classroom instruments to improvise melodic and rhythmic responses to musical prompts using an appropriate vocabulary, and improvise call and response patterns • COMPOSING <ul style="list-style-type: none"> - compose rhythmic patterns using specific rhythms, and compose a melody using the pentatonic scale and additional pitches
Music Reading	<ul style="list-style-type: none"> • RHYTHM, MELODY, DYNAMICS AND NOTATION <ul style="list-style-type: none"> - read rhythmic notation using Gordon syllables, identify time signatures, read staff notation and demonstrate Kodaly hand signs for the pentatonic scale and additional pitches, identify dynamics terms, and continue to develop a vocabulary of notation symbols and terms
Responding	<ul style="list-style-type: none"> • FORM <ul style="list-style-type: none"> - identify ABC and call and response forms • TONE COLOR <ul style="list-style-type: none"> - identify band instruments and families, and more world instruments • LISTENING <ul style="list-style-type: none"> - major and minor tonalities, identify elements of music in a variety of music, describe music using appropriate terminology, and respond to music through movement • AESTHETICS <ul style="list-style-type: none"> - respond orally, in writing, through art or through movement to music in a variety of styles and from diverse cultures
Connecting	<ul style="list-style-type: none"> • MUSIC HISTORY AND CULTURAL CONTEXTS <ul style="list-style-type: none"> - listen to music from different historical periods, in a variety of styles and from diverse cultures • INTERDISCIPLINARY <ul style="list-style-type: none"> - commonalities between music and art, dance and theatre as well as other content areas, how music is used in society

WEST ALLEGHENY SCHOOL DISTRICT

Subject: GENERAL MUSIC

Grade Level: ELEMENTARY – GRADES K-5



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education: MUSIC

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in General Music in kindergarten through fifth grade will have the opportunity to develop a comprehensive musical background through the academic study of and active participation in music. Emphasis is placed upon developing performance skills, creativity, musical concepts, informed listening skills, aesthetic perception and response, and an appreciation of historical and cultural contexts.

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GAMEPLAN 1, 2, and 3 - Jeff Kriske & Randy Delelles
Music in Preschool - Katalin Forrai
The Melody Book - Patricia Hackett

Supplemental Materials

ASSESSMENTS:

Teacher Observation
In-Class Performance
Participation

TECHNOLOGY USED:

MusicMaestro
Finale NotePad
iTunes
Web-Based Resources
Supplemental Software

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 3
STRAND: 1. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• SINGING	<i>The student will:</i>		
	1. Respond to conductor cues while singing and playing instruments. a. cut-off b. preparatory beat and preparatory measure	9.1B	1,2
	2. Demonstrate steady beat when speaking, producing body percussion and playing instruments.	9.1AB	1,2
	3. Echo developmentally appropriate rhythmic patterns with the voice, body percussion, non-pitched classroom instruments and the recorder.	9.1AB	1,2
	4. Exhibit proper posture while singing and playing instruments.	9.1AB	1,2
	5. Sing, play instruments and move to developmentally appropriate repertoire of varying styles and tonalities. (i.e. folk songs – American and world, dances, patriotic songs, game songs)	9.1ABD	1,2,6,9
	6. Demonstrate macro beat and micro beat.	9.1ABC	1,2
	7. Match pitch within a developmentally appropriate range.	9.1AB	1
	8. Sing with proper diction.	9.1AB	1

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 3
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PLAYING INSTRUMENTS	<i>The student will:</i>		
	9. Sing in parts through rounds and ostinati.	9.1BC	1
	10. Aurally and visually identify and play pitched (Orff instruments) and non-pitched classroom instruments with the proper technique.	9.1ABCH	2
	11. Play simple and broken borduns on Orff instruments with all bars present.	9.1ABCD	2
	12. Play an instrumental accompaniment while others sing or play instruments.	9.1B	2
	13. Play instruments with appropriate dynamics.	9.1ABC	2
	14. Play the soprano recorder with the proper technique: a. hand positions b. breath control c. articulation	9.1ABC	2
15. Aurally, visually and kinesthetically identify and play four notes (BAGC), on the soprano recorder.	9.1ABC	2,5	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 3
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• IMPROVISING	<i>The student will:</i> Items in a list that are new to this grade level are bolded .		
	1. Improvise a response to rhythmic prompts through speaking, body percussion or playing instruments using quarter notes, eighth notes, quarter rests, half notes and whole notes.	9.1ABCD	1,2,3
	2. Improvise a response to melodic prompts by singing or playing instruments using the pentatonic scale, adding do ¹ , sol ₁ and la ₁ .	9.1ABCD	1,2,3
• COMPOSING	3. Improvise call and response patterns by singing or playing instruments.	9.1ABD	1,2,3
	4. Compose a rhythmic pattern using quarter notes, eighth notes, quarter rests, half notes, whole notes, half rests and whole rests .	9.1ABCD	4
	5. Compose a melody using the pentatonic scale, adding do ¹ , sol ₁ and la ₁ .	9.1ABCD	4

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 3
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	
• RHYTHM	<i>The student will:</i> Items in a list that are new to this grade level are bolded .			
	1. Read rhythmic notation using Gordon syllables for quarter notes, eighth notes, quarter rests, half notes, whole notes, half rests, whole rests and dotted half notes .	9.1ABC	5	
	2. Identify and define time signatures. a. 2/4 b. 3/4 c. 4/4	9.1AC	5,6	
	3. Define tempo as speed of the beat.	9.1AC	5,6	
	• MELODY	4. Read melodic notation on the staff for the pentatonic scale, adding do ¹ , sol ₁ and la ₁ .	9.1ABC	5
		5. Demonstrate Kodaly hand signs for using the pentatonic scale, adding do ¹ , sol ₁ and la ₁ .	9.1ABC	5
6. Identify the names of the lines and spaces of the staff in treble clef.		9.1AC	5	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 3
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<i>The student will:</i> o. phrase p. breath mark		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 3
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none">• AESTHETICS	<p><i>The student will:</i></p> <p>8. Respond to selected repertoire through purposeful movement.</p> <p>9. Respond orally, in writing, kinesthetically or through art to selected musical excerpts of varying styles and from diverse cultures.</p>	<p>9.1BD 9.4BD 9.4BD</p>	<p>6,8 6,7,9</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 3
STRAND: V. CONNECTING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • MUSIC HISTORY & CULTURAL CONTEXTS • INTERDISCIPLINARY 	<i>The student will:</i>		
	1. Listen to and identify the relevance of selected repertoire from varied historical periods and from diverse cultures.	9.2ABCF	6,7,9
	2. Recognize commonalities between music and the other arts---visual arts, dance and theatre.	9.1AC 9.2ABCF	6,8
	3. Integrate music with other content areas.	9.1ACD 9.2ABCF	6,8
	4. Identify uses of music in society in addition to the recording industry. (i.e. commercials, sporting events, media, video games, cartoons)	9.2ABCF	6,8

WEST ALLEGHENY SCHOOL DISTRICT GENERAL MUSIC CURRICULUM

FOURTH GRADE



	Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	General Music: ELEMENTARY – 4TH GRADE
	The following skills/concepts will be covered throughout the year.
Performing	<ul style="list-style-type: none"> • SINGING <ul style="list-style-type: none"> - match pitch within a developmentally appropriate range, sing with proper diction and breathing, and sing in parts through rounds, ostinati and partner songs • PLAYING INSTRUMENTS <ul style="list-style-type: none"> - play pitched and non-pitched classroom instruments, play simple, broken and crossover borduns on Orff instruments, and play eight notes on the soprano recorder • BOTH <ul style="list-style-type: none"> - respond to conductor cues, echo rhythmic patterns, and demonstrate macro and micro beats in duple and triple
Creating	<ul style="list-style-type: none"> • IMPROVISING <ul style="list-style-type: none"> - sing or play classroom instruments to improvise melodic and rhythmic responses to musical prompts using an appropriate vocabulary, and improvise call and response patterns • COMPOSING <ul style="list-style-type: none"> - compose rhythmic patterns using specific rhythms, and compose a melody for the soprano recorder
Music Reading	<ul style="list-style-type: none"> • RHYTHM, MELODY, DYNAMICS AND NOTATION <ul style="list-style-type: none"> - read rhythmic notation using Gordon syllables, identify time signatures, read staff notation and demonstrate Kodaly hand signs for the diatonic scale, identify more dynamics terms, and continue to develop a vocabulary of notation symbols and terms
Responding	<ul style="list-style-type: none"> • FORM <ul style="list-style-type: none"> - identify verse and refrain and theme and variation forms • TONE COLOR <ul style="list-style-type: none"> - identify the recorder family, and more world instruments • LISTENING <ul style="list-style-type: none"> - identify solo and ensemble, identify elements of music in a variety of music, describe music using appropriate terminology, and respond to music through movement • AESTHETICS <ul style="list-style-type: none"> - respond orally, in writing, through art or through movement to music in a variety of styles and from diverse cultures
Connecting	<ul style="list-style-type: none"> • MUSIC HISTORY AND CULTURAL CONTEXTS <ul style="list-style-type: none"> - listen to music from different historical periods, in a variety of styles and from diverse cultures • INTERDISCIPLINARY <ul style="list-style-type: none"> - commonalities between music and art, dance and theatre as well as other content areas, how music is used in society

WEST ALLEGHENY SCHOOL DISTRICT

Subject: GENERAL MUSIC

Grade Level: ELEMENTARY – GRADES K-5



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education: MUSIC

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in General Music in kindergarten through fifth grade will have the opportunity to develop a comprehensive musical background through the academic study of and active participation in music. Emphasis is placed upon developing performance skills, creativity, musical concepts, informed listening skills, aesthetic perception and response, and an appreciation of historical and cultural contexts.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

MacMillan *Share the Music Series*
Music K-8 Magazine

Teaching Kids to Sing - Kenneth H. Phillips
The First Steps in Music Series - John M. Feierabend
GAMEPLAN 1, 2, and 3 - Jeff Kriske & Randy Delelles
Music in Preschool - Katalin Forrai
The Melody Book - Patricia Hackett

Supplemental Materials

ASSESSMENTS:

Teacher Observation
In-Class Performance
Participation

TECHNOLOGY USED:

MusicMaestro
Finale NotePad
iTunes
Web-Based Resources
Supplemental Software

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 55

COURSE: GENERAL MUSIC	GRADE: 4
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• SINGING	<i>The student will:</i> Items in a list that are new to this grade level are bolded .		
	1. Respond to conductor cues while singing and playing instruments. a. cut-off b. preparatory beat and preparatory measure c. cue	9.1B	1,2
	2. Echo developmentally appropriate rhythmic patterns with the voice, body percussion, non-pitched classroom instruments and the recorder.	9.1AB	1,2
	3. Exhibit proper posture while singing and playing instruments.	9.1AB	1,2
	4. Sing, play instruments and move to developmentally appropriate repertoire of varying styles and tonalities. (i.e. folk songs – American and world, dances, patriotic songs, game songs)	9.1ABD	1,2
	5. Demonstrate macro beat and identify and demonstrate micro beat in duple and triple.	9.1ABC	1,2,6,9
	6. Match pitch within a developmentally appropriate range.	9.1AB	1
7. Sing with proper diction and breathing.	9.1AB	1	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 4
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PLAYING INSTRUMENTS	<i>The student will:</i> Items in a list that are new to this grade level are bolded .		
	8. Sing in parts through rounds, ostinati and partner songs .	9.1BC	1
	9. Match dynamic levels when singing in a group.	9.1AB	1
	10. Aurally and visually identify and play pitched (Orff instruments) and non-pitched classroom instruments with the proper technique.	9.1ABH	2
	11. Play simple, broken and crossover borduns on Orff instruments with all bars present.	9.1ABCD	2
	12. Play an instrumental accompaniment while others sing or play instruments.	9.1B	2
	13. Play instruments with appropriate dynamics.	9.1AB	2
	14. Play the soprano recorder with the proper technique: a. hand positions b. breath control c. articulation	9.1ABC	2
15. Aurally, visually and kinesthetically identify and play eight notes (BAGCD, low D, low E, low F#) on the soprano recorder.	9.1ABC	2,5	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 4
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• IMPROVISING	<i>The student will:</i> Items in a list that are new to this grade level are bolded .		
	1. Improvise a response to rhythmic prompts through speaking, body percussion, and playing instruments, including recorder, using quarter notes, eighth notes, quarter rests, half notes, whole notes, dotted quarter-eighth notes, and sixteenth note patterns.	9.1ABCD	1,2,3
	2. Improvise a response to melodic prompts by singing or playing instruments using the pentatonic scale.	9.1ABCD	1,2,3
• COMPOSING	3. Improvise call and response patterns by singing or playing instruments.	9.1ABCD	1,2,3
	4. Compose a rhythmic pattern using quarter notes, eighth notes, quarter rests, half notes, whole notes, half rests, whole rests, dotted quarter-eighth notes, and sixteenth note patterns.	9.1ABCD	4
	5. Compose a melody using the pentatonic scale.	9.1ABCD	4
	6. Compose a short melody for recorder using specified pitches.	9.1ABCD	4

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 4
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• RHYTHM	<i>The student will:</i> Items in a list that are new to this grade level are bolded .		
	1. Read rhythmic notation using Gordon syllables for quarter notes, eighth notes, quarter rests, half notes and whole notes, half rests, whole rest, dotted half notes, dotted quarter-eighth notes and sixteenth note patterns.	9.1ABC	5
	2. Differentiate among time signatures. a. 2/4 b. 3/4 c. 4/4	9.1AC	5,6
• MELODY	3. Identify tempo terminology. a. rit. b. acc. c. fermata	9.1AC	5,6
	4. Read melodic notation on the staff for the diatonic scale, adding fa and ti.	9.1ABC	5
	5. Demonstrate Kodaly hand signs for using the diatonic scale, adding fa and ti.	9.1ABC	5
	6. Read absolute notation in treble clef.	9.1ABC	5

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 4
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• DYNAMICS	<i>The student will:</i> Items in a list that are new to this grade level are bolded . 7. Respond to notation aurally, visually and kinesthetically, distinguishing between musical opposites: a. forte and piano b. crescendo and decrescendo c. mezzo forte and mezzo piano d. fortissimo and pianissimo	9.1ABC	5,6,8
	8. Identify traditional notation symbols and terms: a. ostinato b. staff c. repeat sign d. double bar line e. accent f. dynamics g. bar line and measure h. time signature i. treble clef j. first and second ending k. improvise l. compose m. macro beat and micro beat	9.1C	5
• NOTATION			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 4
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<p><i>The student will:</i></p> <p>Items in a list that are new to this grade level are bolded.</p> <ul style="list-style-type: none">n. tempoo. phrasep. breath markq. pick-upr. codas. D.S. & D.C.t. fermatau. duple and triplev. leger linew. harmonyx. scale		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 4
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• FORM	<i>The student will:</i> Items in a list that are new to this grade level are bolded .		
	1. Differentiate among forms. a. AB b. ABA c. ABC d. call and response e. verse and refrain f. theme and variations	9.1AC	6
• TONE COLOR	2. Distinguish between form structures: a. introduction b. coda	9.1AC	6
	3. Aurally and visually identify instruments of the recorder family, including soprano, alto, tenor and bass.	9.1AC	6
• LISTENING	4. Aurally and visually identify world instruments.	9.1ACD	6,9
	5. Distinguish between major and minor tonalities.	9.1AC	6
	6. Identify and distinguish between solo and ensemble.	9.1C	6

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 4
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• AESTHETICS	<i>The student will:</i>		
	7. Identify elements of music in aural and visual examples representative of diverse genres and cultures.	9.1ACD 9.2C	6,8,9
	8. Describe selected repertoire using appropriate musical terminology.	9.1ACD 9.3AD	6
	9. Respond to selected repertoire through purposeful movement.	9.1BD 9.4BD	6,8
	10. Respond orally, in writing, kinesthetically or through art to selected musical excerpts of varying styles and from diverse cultures.	9.4BD	6,7,9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 63

COURSE: GENERAL MUSIC	GRADE: 4
STRAND: V. CONNECTING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • MUSIC HISTORY & CULTURAL CONTEXTS • INTERDISCIPLINARY 	<i>The student will:</i>		
	1. Listen to and identify the relevance of selected repertoire from varied historical periods and from diverse cultures.	9.2ABCF	6,7,9
	2. Recognize commonalities between music and the other arts---visual arts, dance and theatre.	9.1AC 9.2ABCF	6,8
	3. Integrate music with other content areas.	9.1ACD 9.2ABCF	6,8
	4. Identify uses of music in society in addition to the recording industry. (i.e. commercials, sporting events, media, video games, cartoons)	9.2ABCF	6,8

**WEST ALLEGHENY SCHOOL DISTRICT
GENERAL MUSIC CURRICULUM**

FIFTH GRADE



	Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	General Music: ELEMENTARY – 5TH GRADE
	The following skills/concepts will be covered throughout the year.
Performing	<ul style="list-style-type: none"> • SINGING <ul style="list-style-type: none"> - match pitch within a developmentally appropriate range, sing with proper diction and breathing, and match dynamic levels, blend and style when singing as a group • PLAYING INSTRUMENTS <ul style="list-style-type: none"> - play pitched and non-pitched classroom instruments, and play borduns and simple melodies on Orff instruments • BOTH <ul style="list-style-type: none"> - respond to conductor cues for dynamics, echo rhythmic patterns, and demonstrate macro and micro beats in duple and triple
Creating	<ul style="list-style-type: none"> • IMPROVISING <ul style="list-style-type: none"> - sing or play classroom instruments to improvise melodic and rhythmic responses to musical prompts using an appropriate vocabulary of rhythmic patterns and the diatonic scale • COMPOSING <ul style="list-style-type: none"> - compose rhythmic patterns using specific rhythms, and compose a melody using the diatonic scale
Music Reading	<ul style="list-style-type: none"> • RHYTHM, MELODY, DYNAMICS AND NOTATION <ul style="list-style-type: none"> - read rhythmic notation using Gordon syllables, identify the 6/8 time signature, conduct basic patterns, read staff notation and demonstrate Kodaly hand signs for the diatonic scale, identify tempo terms, and continue to develop a vocabulary of notation symbols and terms
Responding	<ul style="list-style-type: none"> • FORM <ul style="list-style-type: none"> - recognize common forms and identify a coda • TONE COLOR <ul style="list-style-type: none"> - identify contemporary vocal and instrumental ensembles, and more world instruments • LISTENING <ul style="list-style-type: none"> - identify elements of music in a variety of music, describe music using appropriate terminology, and respond to music through movement • AESTHETICS <ul style="list-style-type: none"> - respond orally, in writing, through art or through movement to music in a variety of styles and from diverse cultures
Connecting	<ul style="list-style-type: none"> • MUSIC HISTORY AND CULTURAL CONTEXTS <ul style="list-style-type: none"> - listen to music from different historical periods, in a variety of styles and from diverse cultures • INTERDISCIPLINARY <ul style="list-style-type: none"> - commonalities between music and art, dance and theatre as well as other content areas, how music is used in society

WEST ALLEGHENY SCHOOL DISTRICT

Subject: GENERAL MUSIC

Grade Level: ELEMENTARY – GRADES K-5



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

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- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
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- C. Styles & Genres in the Arts
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- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education: MUSIC

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5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
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Supplemental Materials

ASSESSMENTS:

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In-Class Performance
Participation

TECHNOLOGY USED:

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Finale NotePad
iTunes
Web-Based Resources
Supplemental Software

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 68

COURSE: GENERAL MUSIC	GRADE: 5
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<p>• SINGING</p>	<p><i>The student will:</i> Items in a list that are new to this grade level are bolded.</p> <ol style="list-style-type: none"> 1. Respond to conductor cues while singing and playing instruments. <ol style="list-style-type: none"> a. cut-off b. preparatory beat and preparatory measure c. cue d. dynamics 2. Echo developmentally appropriate rhythmic patterns with the voice, body percussion and non-pitched percussion. 3. Exhibit proper posture while singing and playing instruments. 4. Sing, play instruments and move to developmentally appropriate repertoire of varying styles and tonalities. (i.e. folk songs – American and world, dances, patriotic songs, game songs) 5. Demonstrate macro beat and micro beat in duple and triple. 6. Match pitch within a developmentally appropriate range. 	<p>9.1B</p> <p>9.1AB</p> <p>9.1AB</p> <p>9.1ABD</p> <p>9.1ABC</p> <p>9.1AB</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,6,9</p> <p>1, 2</p> <p>1</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 69

COURSE: GENERAL MUSIC	GRADE: 5
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PLAYING INSTRUMENTS	<i>The student will:</i>		
	7. Sing with proper vocal technique: a. proper diction b. breathing c. head and chest voice	9.1AB	1
	8. Sing in parts through rounds, ostinati and partner songs.	9.1BC	1
	9. Match dynamic levels, blend and style when singing in a group.	9.1AB	1
	10. Identify, visually and aurally, and play pitched (Orff instruments) and non-pitched classroom instruments with the proper technique.	9.1ABH	2
	11. Play simple, broken and crossover borduns and simple melodies on Orff instruments with all bars present.	9.1ABC	2
	12. Play an instrumental accompaniment while others sing or play instruments.	9.1B	2
13. Play instruments with appropriate dynamics.	9.1AB	2	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 70

COURSE: GENERAL MUSIC	GRADE: 5
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• IMPROVISING	<i>The student will:</i>		
	1. Improvise a response to rhythmic prompts through speaking, body percussion, and playing instruments, using quarter notes, eighth notes, quarter rests, half notes, whole notes, dotted quarter-eighth notes, sixteenth note patterns and eighth-quarter-eighth syncopation.	9.1ABCD	1,2,3
	2. Improvise a response to melodic prompts by singing or playing instruments using the diatonic scale.	9.1ABCD	1,2,3
	• COMPOSING		
	3. Compose a rhythmic pattern using quarter notes, eighth notes, quarter rests, half notes, whole notes, half rests, whole rests, dotted quarter-eighth notes, sixteenth note patterns and eighth-quarter-eighth syncopation.	9.1ABCD	4
	4. Compose a melody using the diatonic scale.	9.1ABCD	4

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 71

COURSE: GENERAL MUSIC	GRADE: 5
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<p>• RHYTHM</p>	<p><i>The student will:</i> Items in a list that are new to this grade level are bolded.</p> <p>1. Read rhythmic notation using Gordon syllables for quarter notes, eighth notes, quarter rests, half notes and whole notes, half rests, whole rest, dotted half notes, dotted quarter-eighth notes, sixteenth note patterns, eighth-quarter-eighth syncopation, eighth rests and offbeat eighth note patterns.</p> <p>2. Differentiate among time signatures. a. 2/4, 3/4, 4/4 b. 6/8 (as compound meter)</p> <p>3. Conduct patterns in 2, 3 and 4 beats per measure.</p> <p>4. Identify tempo terminology: a. rit. b. acc. c. fermata d. largo e. andante f. allegro g. presto</p>	<p>9.1ABC</p> <p>9.1AC</p> <p>9.1BC</p> <p>9.1C</p>	<p>5</p> <p>5,6</p> <p>6</p> <p>5,6</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 5
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• MELODY	<i>The student will:</i>		
	5. Read melodic notation on the staff for the diatonic scale.	9.1ABC	5
	6. Demonstrate Kodaly hand signs for the diatonic scale.	9.1ABC	5
• DYNAMICS	7. Read absolute notation in treble clef.	9.1ABC	5
	8. Respond to notation aurally, visually and kinesthetically, distinguishing between musical opposites: a. forte and piano b. crescendo and decrescendo c. mezzo forte and mezzo piano d. fortissimo and pianissimo	9.1ABC	5,6,8
• NOTATION	9. Identify traditional notation symbols and terms: a. ostinato b. staff c. repeat sign d. double bar line e. accent f. dynamics	9.1C	5

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 5
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<p><i>The student will:</i> Items in a list that are new to this grade level are bolded.</p> <ul style="list-style-type: none">g. bar line and measureh. time signaturei. treble clefj. first and second endingk. improvisel. composem. macro beat and micro beatn. tempoo. phrasep. breath markq. pick-upr. codas. D.S. & D.C.t. fermatau. duple and triplev. leger linew. harmonyx. scale		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 5
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<p><i>The student will:</i> Items in a list that are new to this grade level are bolded.</p> <ul style="list-style-type: none">y. off beatz. syncopationa. bass clefbb. head voice and chest voicecc. scaledd. chordee. SATBff. flat, sharp and naturalgg. key signaturehh. major and minor		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 75

COURSE: GENERAL MUSIC	GRADE: 5
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• FORM	<i>The student will:</i> 1. Differentiate among forms: a. AB b. ABA c. ABC d. call and response e. verse and refrain f. theme and variations	9.1AC	6
	2. Distinguish between form structures: a. introduction b. coda	9.1AC	6
• TONE COLOR	3. Aurally and visually identify contemporary vocal and instrumental ensembles. (i.e. Blast, Stomp, Barrage, Blue Man Group, Manheim Steamroller, NY Voices)	9.2ABC	6,9
	4. Aurally and visually identify world instruments.	9.1ACD	6.9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 5
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• LISTENING	<i>The student will:</i>		
	5. Distinguish between major and minor tonalities.	9.1AC	6
	6. Distinguish between solo and ensemble.	9.1C	6
	7. Identify elements of music in aural and visual examples representative of diverse genres and cultures.	9.1ACD 9.2C	6,8,9
	8. Describe selected repertoire using appropriate musical terminology.	9.1ACD 9.3AD	6
• AESTHETICS	9. Respond to selected repertoire through purposeful movement.	9.1BD 9.4BD	6,8
	10. Respond orally, in writing, kinesthetically or through art to selected musical excerpts of varying styles and from diverse cultures.	9.4BD	6,7,9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 5
STRAND: V. CONNECTING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • MUSIC HISTORY & CULTURAL CONTEXTS • INTERDISCIPLINARY 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Listen to and identify the relevance of selected repertoire from varied historical periods and from diverse cultures. 2. Recognize commonalities between music and the other arts---visual arts, dance and theatre. 3. Integrate music with other content areas. 4. Identify uses of music in society in addition to the recording industry. (i.e. commercials, sporting events, media, video games, cartoons) 	<p>9.2ABCF</p> <p>9.1AC 9.2ABCF</p> <p>9.1ACD 9.2ABCF 9.2ABCF</p>	<p>6,7,9</p> <p>6,8</p> <p>6,8 6,8</p>

**WEST ALLEGHENY SCHOOL DISTRICT
GENERAL MUSIC CURRICULUM**

SIXTH GRADE



	Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	General Music: MIDDLE SCHOOL – 6TH GRADE
	The following skills/concepts will be covered throughout the year.
Performing	<ul style="list-style-type: none"> • SINGING AND PLAYING INSTRUMENTS - sing with accurate rhythm, pitch and vocal technique while being aware of the nature of the changing voice - play classroom instruments with proper technique and dynamics
Creating	<ul style="list-style-type: none"> • IMPROVISING AND COMPOSING - improvise a melody or accompaniment, and improvise a melody in the style of scat singing - compose short pieces using a variety of sound, notational and technological sources
Music Reading	<ul style="list-style-type: none"> • RHYTHM, MELODY, HARMONY, DYNAMICS & NOTATION - read rhythmic notation using Gordon syllables, read staff notation in treble and bass clefs, follow a musical score, perform a harmonic progression on classroom instruments, and continue to develop a vocabulary of notation symbols and terms
Responding	<ul style="list-style-type: none"> • FORM - the use of motif • TONE COLOR - instruments of the early jazz combo, and vocal combinations used in musical theatre • LISTENING - identify elements of music in early American popular music, early 20th century American music and musical theatre, and jazz, and describe music using appropriate terminology • CRITICISM - evaluate classroom performances using prescribed criteria • AESTHETICS - describe how movement can interpret music and how music can enhance movement, and describe aesthetic responses to music using appropriate musical vocabulary
Connecting	<ul style="list-style-type: none"> • MUSIC HISTORY - contributions and influences of early American popular music composers and jazz performers and composers, and the elements of musical theatre and movie musicals • CULTURAL CONTEXTS - perform and understand the significance of the <i>Star Spangled Banner</i> and <i>West Allegheny Alma Mater</i> • INTERDISCIPLINARY - commonalities between music and art, dance and theatre as well as other content areas, the correlation between rhythm and math, and basic acoustics and its application in different performance settings

WEST ALLEGHENY SCHOOL DISTRICT

Subject: GENERAL MUSIC

Grade Level: MIDDLE SCHOOL – GRADES 6-8



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education: MUSIC

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in General Music in sixth through eighth grades will have the opportunity to develop a comprehensive musical background through the academic study of and active participation in music. Emphasis is placed upon developing performance skills, creativity, musical concepts, informed listening skills, aesthetic perception and response, and an appreciation of historical and cultural contexts.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Silver Burdett Series
Music Alive! Magazine
Supplemental Materials

ASSESSMENTS:

Teacher Observation
Projects
In-Class Performance
Quizzes and Tests

TECHNOLOGY USED:

iTunes
Web-Based Resources
Supplemental Software

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 6
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• SINGING	<i>The student will:</i>		
	1. Respond to conductor cues while singing and playing instruments. a. cut-off b. preparatory beat and preparatory measure c. cue d. dynamics	9.1B	1,2
	2. Exhibit proper posture while singing.	9.1B	2
	3. Sing with proper vocal technique: a. proper diction b. breathing c. head and chest voice	9.1AB	2
	4. Sing alone or in large or small groups with accurate rhythm and pitch, while being aware of the nature of the changing voice.	9.1AB	2
	5. Show respect for the singing efforts of others.	9.1G	2

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 6
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PLAYING INSTRUMENTS	<i>The student will:</i> 6. Play at least one instrument with appropriate posture, playing position, technique and dynamics.	9.1ABH	1
	7. Show respect for the instrument playing efforts of others.	9.1G	1

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 84

COURSE: GENERAL MUSIC	GRADE: 6
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• IMPROVISING	<i>The student will:</i>		
	1. Improvise a melody or accompaniment, using pitch or rhythm, with the voice, body percussion, or pitched or non-pitched instruments.	9.1ABCD	1,2,3
	2. Improvise a short melody in the style of scat singing.	9.1ABCD	2,3
	3. Show respect for the improvisation efforts of others.	9.1G	3
	• COMPOSING	4. Compose short pieces using a variety of sound, notational and technological sources.	9.1ABCD
	5. Show respect for the composing efforts of others.	9.1G	4

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 85

COURSE: GENERAL MUSIC	GRADE: 6
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	
• RHYTHM	<i>The student will:</i>			
	1. Read rhythmic notation using Gordon syllables for quarter notes, eighth notes, quarter rests, half notes and whole notes, half rests, whole rest, dotted half notes, dotted quarter-eighth notes, sixteenth note patterns, eighth-quarter-eighth syncopation, eighth rests and offbeat eighth note patterns.	9.1ABC	5	
	2. Recognize common time signatures: a. 2/4, 3/4, 4/4 b. 6/8 (as compound meter)	9.1AC	5,6	
	• MELODY	3. Read absolute notation in treble and bass clefs.	9.1ABC	5
		4. Follow a simple musical score.	9.1B	5
• HARMONY	5. Identify and perform a simple harmonic progression using chord symbols I, IV, and V on classroom instruments.	9.ABCD	2	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 86

COURSE: GENERAL MUSIC	GRADE: 6
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• NOTATION	<i>The student will:</i> 6. Identify traditional notation symbols and terms: a. grand staff b. key signature c. harmony d. a cappella e. duet, trio, quartet, quintet, etc.	9.1C	5

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 6
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• FORM	<i>The student will:</i> 1. Differentiate among form structures: a. repeated or contrasting sections b. verse and refrain c. solo or ensemble (i.e. improvisation)	9.1AC	6
	2. Identify and describe the use of motif in larger pieces of music.	9.1ACD	6
• TONE COLOR	3. Aurally and visually identify instruments commonly found in jazz combos. (i.e. Dixieland and Chicago-style jazz)	9.1ACD	6,9
	4. Differentiate among vocal combinations in the context of a musical theatre performance.	9.1ACD	6,8

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 6
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<p>• LISTENING</p>	<p><i>The student will:</i></p> <p>5. Compare arrangements of the same piece of music in different styles.</p> <ul style="list-style-type: none"> a. elements of music b. instrumentation c. interpretation <p>6. Identify elements of music in aural and visual examples representative of diverse genres and cultures.</p> <ul style="list-style-type: none"> a. early American popular music (i.e. Foster, Joplin) b. early 20th century American music and musical theatre (i.e. Gershwin, Berlin, Porter) c. jazz (i.e. Dixieland to the present) <p>7. Describe selected repertoire using appropriate musical terminology.</p>	<p>9.1ACD 9.3AD 9.4B</p> <p>9.1ACD 9.2ABC</p> <p>9.1ACD 9.3AD</p>	<p>6,7,9</p> <p>6,8,9</p> <p>6,7,9</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 89

COURSE: GENERAL MUSIC	GRADE: 6
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• CRITICISM	<i>The student will:</i> 8. Evaluate classroom performances using prescribed criteria and citing evidence for judgment.	9.1ACD 9.3AD	6,7
	9. Evaluate how effectively music contributes to the mood of theatrical productions, movies or TV shows.	9.1ACD 9.3AD	6,7,9
• AESTHETICS	10. Describe how movement can interpret music and how music can enhance movement.	9.1ACD 9.4BD	6,7,8,9
	11. Describe his/her aesthetic responses to a variety of music using appropriate musical vocabulary.	9.1ACD 9.4BD	6,7,9
	12. Respond orally, in writing, kinesthetically or through art to selected musical excerpts of varying styles and from diverse cultures.	9.1ACD 9.2C 9.4BD	6,7,8,9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 90

COURSE: GENERAL MUSIC	GRADE: 6
STRAND: V. CONNECTING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• MUSIC HISTORY	<i>The student will:</i>		
	1. Describe significant characteristics of a variety of American musical styles. a. early popular song b. jazz c. ragtime d. musical theatre e. patriotic	9.1ACD 9.2ABCDE F	6,8,9
	2. Describe significant contributions and influences of early American popular music composers. (i.e. Stephen Foster, Scott Joplin, George Gershwin, Irving Berlin)	9.2ABCDE F	6,8,9
	3. Describe the contributions and influences of significant jazz performers and composers. (i.e. Louis Armstrong, Duke Ellington, Ella Fitzgerald, Billie Holiday)	9.2ABCDE F	6,8,9
	4. Describe significant elements of musical theatre and movie musicals. a. acting, singing and dancing b. how the music contributes to the plot c. how a ‘dream ballet’ contributes to the plot d. types of musicals (i.e. comedy, drama, revue, vaudeville) e. stage show vs. movie musical	9.2ABCDE F	6,8,9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 91

COURSE: GENERAL MUSIC	GRADE: 6
STRAND: V. CONNECTING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• CULTURAL CONTEXTS	<i>The student will:</i>		
	5. Perform and describe the significance and cultural context of “The Star-Spangled Banner”.	9.1B 9.2ABCDE F	6,9
	6. Perform and describe the cultural context of the West Allegheny “Alma Mater”.	9.1B 9.2ABCDE F	6,9
	7. Describe the relationship of events and movements in history to the culture of the times.	9.2ABCDE F	6,9
• INTERDISCIPLINARY	8. Discuss acoustics and their application in different performance settings. (i.e. stadium, concert hall)	9.1AC 9.2C	6,8,9
	9. Recognize correlation between rhythm and math when composing music.	9.1AC	6,8
	10. Recognize commonalities between music and the other arts---visual arts, dance and theatre.	9.1ACD 9.2ABC	6,8
	11. Integrate music with other content areas.	9.1ACD 9.2ABCF	6,8

**WEST ALLEGHENY SCHOOL DISTRICT
GENERAL MUSIC CURRICULUM**

SEVENTH GRADE



	Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	General Music: MIDDLE SCHOOL – 7TH GRADE
	The following skills/concepts will be covered throughout the year.
Performing	<ul style="list-style-type: none"> • SINGING AND PLAYING INSTRUMENTS - sing with accurate rhythm, pitch and vocal technique while being aware of the nature of the changing voice - play classroom instruments with proper technique and dynamics
Creating	<ul style="list-style-type: none"> • IMPROVISING AND COMPOSING - improvise a melody using the blues scale over the blues chord progression with the voice or pitched instruments - compose and perform a blues composition using the blues scale with a variety of notation or technological sources
Music Reading	<ul style="list-style-type: none"> • RHYTHM, MELODY, HARMONY, DYNAMICS & NOTATION - read rhythmic notation using Gordon syllables, read staff notation in treble and bass clefs, perform the blues scale, perform the blues chord progression on classroom instruments, recognize common chord progressions used in pop music, and continue to develop a vocabulary of notation symbols and terms, including pop music notation
Responding	<ul style="list-style-type: none"> • FORM - elements of the blues, and common form structures in pop music • TONE COLOR - acoustic and electronic instruments, including sound manipulation • LISTENING - identify elements of music throughout the history of blues and rock music, and compare arrangements of the same piece of music in different styles • CRITICISM - evaluate classroom performances using prescribed criteria and citing evidence for judgment • AESTHETICS - describe aesthetic responses to music using appropriate musical vocabulary
Connecting	<ul style="list-style-type: none"> • MUSIC HISTORY - contributions and influences of blues, rock and R&B musicians • CULTURAL CONTEXTS - relationships of events and movements in history to the culture of the times, including music • INTERDISCIPLINARY - commonalities between music and art, dance and theatre as well as other content areas

WEST ALLEGHENY SCHOOL DISTRICT

Subject: GENERAL MUSIC

Grade Level: MIDDLE SCHOOL – GRADES 6-8



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education: MUSIC

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in General Music in sixth through eighth grades will have the opportunity to develop a comprehensive musical background through the academic study of and active participation in music. Emphasis is placed upon developing performance skills, creativity, musical concepts, informed listening skills, aesthetic perception and response, and an appreciation of historical and cultural contexts.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Silver Burdett Series
Music Alive! Magazine
Supplemental Materials

ASSESSMENTS:

Teacher Observation
Projects
In-Class Performance
Quizzes and Tests

TECHNOLOGY USED:

iTunes
Web-Based Resources
Supplemental Software

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 7
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• SINGING	<i>The student will:</i>		
	1. Respond to conductor cues while singing and playing instruments. a. cut-off b. preparatory beat and preparatory measure c. cue d. dynamics	9.1B	1,2
	2. Exhibit proper posture while singing.	9.1B	2
	3. Sing with proper vocal technique: a. proper diction b. breathing c. head and chest voice	9.1AB	2
	4. Sing alone or in large or small groups with accurate rhythm and pitch, while being aware of the nature of the changing voice.	9.1AB	2
	5. Show respect for the singing efforts of others.	9.1G	2

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 7
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PLAYING INSTRUMENTS	<i>The student will:</i> 6. Play at least one instrument with appropriate posture, playing position, technique and dynamics.	9.1ABH	1
	7. Show respect for the instrument playing efforts of others.	9.1G	1

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 7
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• IMPROVISING	<i>The student will:</i> 1. Improvise a melody using the blues scale over the 12-bar blues progression with the voice or pitched instruments.	9.1ABCD	1,2,3
	2. Show respect for the improvisation efforts of others.	9.1G	3
• COMPOSING	3. Compose and perform a 12-bar blues composition using the blues scale with a variety of notation or technological sources.	9.1ABCD	2,4
	4. Show respect for the composing efforts of others.	9.1G	4

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 99

COURSE: GENERAL MUSIC	GRADE: 7
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• RHYTHM	<i>The student will:</i> Items in a list that are new to this grade level are bolded .		
	1. Read rhythmic notation using Gordon syllables for quarter notes, eighth notes, quarter rests, half notes and whole notes, half rests, whole rest, dotted half notes, dotted quarter-eighth notes, sixteenth note patterns, eighth-quarter-eighth syncopation, eighth rests, offbeat eighth note patterns and syncopated rhythms .	9.1ABC	5
• MELODY	2. Recognize common time signatures: a. 2/4, 3/4, 4/4 b. 6/8 (as compound meter)	9.1AC	5,6
	3. Read absolute notation in treble and bass clefs.	9.1ABC	5
• HARMONY	4. Identify and perform the blues scale.	9.1ABC	1,2,5,6
	5. Identify and perform a 12-bar blues progression using the chord symbols I, IV, & V.	9.1ABCD	1,2,5,6
	6. Recognize, aurally and visually, common chord progressions used in pop music.	9.1ACD	5,6

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 100

COURSE: GENERAL MUSIC	GRADE: 7
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• NOTATION	<i>The student will:</i> Items in a list that are new to this grade level are bolded .		
	7. Use standard notation to record his/her own musical ideas or the musical ideas of others.	9.1ACD 9.4D	5
	8. Identify common terms used in pop music notation: a. tab b. chord symbol (i.e. Eb7) c. fake book vs. piano/vocal d. lead vs. harmony	9.1C	5

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 7
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• FORM	<i>The student will:</i>		
	1. Identify elements of the standard blues. a. call and response b. improvisation c. 12 measures (three 4-measure sections)	9.1ACD	6,9
	2. Identify the form structures commonly found in pop music. (i.e. intro-verse-refrain-verse-bridge, etc.)	9.1ACD	6,9
	3. Identify influences of technology on form: a. looping b. fade out	9.1ACD	6,8
	• TONE COLOR	4. Compare the sound of acoustic instruments to electronic instruments.	9.1ACD
	5. Recognize how sound can be manipulated by electronic instruments. (i.e. guitars, synthesizers)	9.1ACD	6

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 7
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• LISTENING	<p><i>The student will:</i></p> <p>6. Compare arrangements of the same piece of music in different styles.</p> <ul style="list-style-type: none"> a. elements of music b. instrumentation c. interpretation 	<p>9.1ACD 9.3AD 9.4B</p>	6,7,9
	<p>7. Identify elements of music in aural and visual examples representative of diverse genres and cultures.</p> <ul style="list-style-type: none"> a. blues and its derivations b. early rock and rhythm and blues c. British Invasion and Motown d. 60's folk e. disco, funk and punk f. hip-hop and rap g. 'guitar heroes' (i.e. Hendrix and Clapton) 	<p>9.1AC 9.2ABCDE F</p>	6,7,9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 7
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• CRITICISM	<i>The student will:</i>		
	8. Evaluate classroom performances using prescribed criteria and citing evidence for judgment.	9.1ACD 9.3AD	6,7
	• AESTHETICS	9. Describe his/her aesthetic responses to a variety of music using appropriate musical vocabulary.	9.1ACD 9.4BD
	10. Respond orally, in writing, kinesthetically or through art to selected musical excerpts of varying styles and from diverse cultures.	9.1ACD 9.2C 9.4BD	6,7,8,9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 104

COURSE: GENERAL MUSIC	GRADE: 7
STRAND: V. CONNECTING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• MUSIC HISTORY	<i>The student will:</i>		
	1. Describe the contributions and influences of significant blues musicians. (i.e. Robert Johnson and B.B. King)	9.2ABCDE F	6,7,9
	2. Describe the contributions and influences of significant rock and R&B musicians of the 1950s. (i.e. Elvis Presley, Buddy Holly, Chuck Berry and Little Richard)	9.2ABCDE F	6,7,9
	3. Describe the contributions and influences of significant rock and R&B musicians of the 1960s. (i.e. Beatles, Rolling Stones, Bob Dylan, Jimi Hendrix, Berry Gordy)	9.2ABCDE F	6,7,9
	4. Describe the contributions and influences of significant rock music styles of the 1970's. (i.e. disco, funk, punk, early hip-hop and 'guitar heroes')	9.2ABCDE F	6,7,9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 105

COURSE: GENERAL MUSIC	GRADE: 7
STRAND: V. CONNECTING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• CULTURAL CONTEXTS	<i>The student will:</i> 5. Describe the relationship of events and movements in history to the culture of the times. a. Civil Rights movement b. Vietnam War c. racial segregation d. globalization of rock music (i.e. British Invasion) e. MTV and consumerism	9.2ABCDE F	6,9
	6. Use research skills to complete writing projects involving music history and cultural contexts.	9.2ABCDE F	6,9
• INTERDISCIPLINARY	7. Recognize commonalities between music and the other arts---visual arts, dance and theatre.	9.1ACD 9.2ABCD	6,8
	8. Integrate music with other content areas.	9.1ACD 9.2ABCF	6,8

**WEST ALLEGHENY SCHOOL DISTRICT
GENERAL MUSIC CURRICULUM**

EIGHTH GRADE



	Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	General Music: MIDDLE SCHOOL – 8TH GRADE
	The following skills/concepts will be covered throughout the year.
Performing	<ul style="list-style-type: none"> • SINGING AND PLAYING INSTRUMENTS - sing with accurate rhythm, pitch and vocal technique while being aware of the nature of the changing voice - play classroom instruments with proper technique and dynamics
Creating	<ul style="list-style-type: none"> • IMPROVISING AND COMPOSING - improvise a rhythmic pattern with terraced dynamics using body percussion or non-pitched instruments - compose and perform a rhythmic piece for body percussion or non-pitched instruments and a theme and variations piece for the singing voice, speech, pitched instruments or non-pitched instruments
Music Reading	<ul style="list-style-type: none"> • RHYTHM, MELODY, HARMONY, DYNAMICS & NOTATION - read rhythmic notation using Gordon syllables, read staff notation in treble and bass clefs, recognize homophonic and polyphonic textures, identify harmonic cadences, and continue to develop a music literacy vocabulary
Responding	<ul style="list-style-type: none"> • FORM - common form structures in classical music • TONE COLOR - timbres of a variety of keyboard instruments throughout history, and timbres and characteristics of the operatic voice • LISTENING - identify common compositional techniques, and the significant characteristics of Baroque, Classical, Romantic and Modern music • CRITICISM - evaluate classroom performances using prescribed criteria and citing evidence for judgment • AESTHETICS - describe aesthetic responses to music using appropriate musical vocabulary
Connecting	<ul style="list-style-type: none"> • MUSIC HISTORY - contributions and influences of the Baroque, Classical, Romantic and Modern music periods, and common compositional structures • CULTURAL CONTEXTS - social and economic influence of composers and commissioned music, and the relationships of events and movements in history to the culture of the times, including music • INTERDISCIPLINARY - use research skills to complete writing projects, the acoustics of keyboard instruments, and the commonalities between music and art, dance and theatre as well as other content areas

WEST ALLEGHENY SCHOOL DISTRICT

Subject: GENERAL MUSIC

Grade Level: MIDDLE SCHOOL – GRADES 6-8



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education: MUSIC

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in General Music in sixth through eighth grades will have the opportunity to develop a comprehensive musical background through the academic study of and active participation in music. Emphasis is placed upon developing performance skills, creativity, musical concepts, informed listening skills, aesthetic perception and response, and an appreciation of historical and cultural contexts.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Silver Burdett Series
Music Alive! Magazine
Supplemental Materials

ASSESSMENTS:

Teacher Observation
Projects
In-Class Performance
Quizzes and Tests

TECHNOLOGY USED:

iTunes
Web-Based Resources
Supplemental Software

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 8
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• SINGING	<i>The student will:</i>		
	1. Respond to conductor cues while singing and playing instruments. a. cut-off b. preparatory beat and preparatory measure c. cue d. dynamics	9.1B	1,2
	2. Exhibit proper posture while singing.	9.1B	2
	3. Sing with proper vocal technique: a. proper diction b. breathing c. head and chest voice	9.1AB	2
	4. Sing alone or in large or small groups with accurate rhythm and pitch, while being aware of the nature of the changing voice.	9.1AB	2
	5. Show respect for the singing efforts of others.	9.1G	2

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 8
STRAND: I. PERFORMING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PLAYING INSTRUMENTS	<i>The student will:</i> 6. Play at least one instrument with appropriate posture, playing position, technique and dynamics.	9.1ABH	1
	7. Show respect for the instrument playing efforts of others.	9.1G	1

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 8
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	
• IMPROVISING	<i>The student will:</i>			
	1. Improvise a rhythmic pattern with terraced dynamics using body percussion or non-pitched instruments.	9.1ABCD	2,3	
	2. Show respect for the improvisation efforts of others.	9.1G	3	
	• COMPOSING	3. Compose a short rhythmic piece for body percussion or non-pitched instruments using terraced dynamics in AB or ABA form.	9.1ABCD	4
		4. Compose a short theme and variations piece using basic elements of music for the singing voice, speech, pitched instruments or non-pitched instruments.	9.1ABCD	4
5. Show respect for the composing efforts of others.		9.1G	4	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 8
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD	
• RHYTHM	<i>The student will:</i>			
	1. Read rhythmic notation using Gordon syllables for quarter notes, eighth notes, quarter rests, half notes and whole notes, half rests, whole rest, dotted half notes, dotted quarter-eighth notes, sixteenth note patterns, eighth-quarter-eighth syncopation, eighth rests, offbeat eighth note patterns and syncopated rhythms.	9.1ABC	5	
	• MELODY	2. Read absolute notation in treble and bass clefs.	9.1ABC	5
	• HARMONY	3. Distinguish between homophonic and polyphonic textures.	9.1AC	6
4. Aurally identify harmonic cadences. a. plagal b. authentic c. other (i.e. deceptive)		9.1AC	6	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 8
STRAND: III. MUSIC READING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• NOTATION	<i>The student will:</i> 5. Identify common music literacy vocabulary: a. cadenza b. development c. recapitulation d. motif e. exposition	9.1C	5

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 8
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• FORM	<i>The student will:</i> 1. Identify common form structures: a. fugue b. sonata allegro c. symphonic structures d. multiple section forms (i.e. AABBCAB)	9.1AC	6
• TONE COLOR	2. Differentiate among the various timbres generated by keyboard instruments: a. piano and clavichord b. electric organ and pipe organ c. harpsichord 3. Identify the characteristics of the operatic voice, including soprano, mezzo soprano, tenor and bass.	9.1ACD 9.1ACD	6 6

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 8
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• LISTENING	<i>The student will:</i>		
	4. Identify compositional techniques. a. inversion b. retrograde c. sequence d. augmentation and diminution	9.1ACD	6,9
	5. Compare arrangements of the same piece of music in different styles. a. elements of music b. instrumentation c. interpretation	9.1ACD 9.3AD 9.4B	6,7,9
	6. Identify the significant characteristics of Baroque music: a. instrumentation as mostly strings b. terraced dynamics c. unity of mood d. melodic and rhythmic unity e. use of figured bass	9.1ACD 9.2ABCDE F	6,8,9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 8
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<p><i>The student will:</i></p> <p>7. Identify the significant characteristics of Classical music:</p> <ul style="list-style-type: none"> a. instrumentation – winds equal to strings b. simplicity of form c. less technically demanding for the performers d. accessible by the masses <p>8. Identify the significant characteristics of Romantic music:</p> <ul style="list-style-type: none"> a. use of programmatic music b. nationalism c. influenced by the Industrial Revolution d. orchestra increases in size e. addition of the percussion section as major component <p>9. Identify the significant outgrowths of the Modern period of music:</p> <ul style="list-style-type: none"> a. Impressionism b. Neoclassism c. Serialism d. Aleatoric or chance music 	<p>9.1ACD 9.2ABCDE F</p> <p>9.1ACD 9.2ABCDE F</p> <p>9.1ACD 9.2ABCDE F</p>	<p>6,8,9</p> <p>6,8,9</p> <p>6,8,9</p>

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 8
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• CRITICISM	<i>The student will:</i>		
	10. Evaluate classroom performances using prescribed criteria and citing evidence for judgment.	9.1ACD 9.3AD	6,7
	• AESTHETICS	11. Describe his/her aesthetic responses to a variety of music using appropriate musical vocabulary.	9.1ACD 9.4BD
	12. Respond orally, in writing, kinesthetically or through art to selected musical excerpts of varying styles and from diverse cultures.	9.1ACD 9.2ABCD 9.4BD	6,7,8,9

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 8
STRAND: V. CONNECTING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<p>• MUSIC HISTORY</p>	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Describe the contributions and influences of classical music periods: <ol style="list-style-type: none"> a. Baroque (i.e. Handel, Bach and Vivaldi) b. Classical (i.e. Mozart, Beethoven and Haydn) c. Romantic (i.e. Tchaikovsky, Brahms, Schubert and Chopin) d. Modern (i.e. Debussy, Stravinsky, Schoenberg and Cage) 2. Describe compositional structures in relation to the stylistic period: <ol style="list-style-type: none"> a. concerto b. fugue c. oratorio d. symphony e. opera f. ballet g. cantata h. lied i. programmatic music (i.e. tone poem) j. rondo 	<p>9.2ABCDE F</p> <p>9.1ACD 9.2ABCDE F</p>	<p>6,7,8,9</p> <p>6,9</p>

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: GENERAL MUSIC	GRADE: 8
STRAND: V. CONNECTING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• CULTURAL CONTEXTS	<i>The student will:</i> 3. Describe the social and economic influences of composers and commissioned music.	9.2ABCDE F	9
	4. Describe the relationship of events and movements in history to the culture of the times.	9.2ABCDE F	9
• INTERDISCIPLINARY	5. Use research skills to complete writing projects involving music history and cultural contexts.	9.2ABCDE F	6,9
	6. Compare the acoustics of keyboard instruments.	9.1AC	6,9
	7. Recognize commonalities between music and the other arts---visual arts, dance and theatre.	9.1ACD 9.2C	6,8
	8. Integrate music with other content areas.	9.1ACD 9.2ABCF	6,8

WEST ALLEGHENY SCHOOL DISTRICT GENERAL MUSIC CURRICULUM

APPENDIX



**WEST ALLEGHENY
SCHOOL DISTRICT**

**INSTRUMENTAL
MUSIC CURRICULUM
4-12**



West Allegheny School District
INSTRUMENTAL MUSIC CURRICULUM

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WEST ALLEGHENY INSTRUMENTAL & VOCAL MUSIC CURRICULUM PHILOSOPHY

The West Allegheny Instrumental and Vocal Music Curriculum reflects the philosophical orientation and instructional recommendations advocated by the National Association for Music Education (MENC) and the PA Music Educators Association (PMEA) and is aligned with the most current *National Standards for Arts Education* and the *PA Academic Standards for Arts & Humanities*.

Instrumental and vocal music instruction has as its foundation the academic study and performance of artistically and educationally valid repertoire in a variety of styles and from diverse historical periods. Students are able to learn musical concepts, develop musicianship skills and perform that repertoire expressively through the implementation of a sequential, comprehensive curriculum. Music as an art form in our culture provides an aesthetic or feelingful experience for the performer and listener. The higher the level of musical concepts and skills developed by the student, the more intense and comprehensive the artistic experience for both. This foundation also includes providing quality performance opportunities in a variety of contexts for individual students as well as small, medium and large ensembles.

Music is an active form of doing and knowing, a means of expression and communication that celebrates the human spirit. Music can be used to explore, question, define and develop a sense of self. Music education is a unifying force that embraces literacy, interdisciplinary connections and multicultural awareness. Students must be sensitized to the importance of past and present cultures---both their own and from throughout the world---to further solidify that foundation for lifelong participation, appreciation and enjoyment.

Musical concepts must be learned through a multi-modal teaching process that directs the content at the cognitive, kinesthetic and affective domains to develop aesthetic sensitivity and response. Engaging the aural, visual and physical senses simultaneously or sequentially maximizes comprehension. Instrumental and vocal music instruction also exercises linguistic, logical-mathematical and spatial modes of learning as its hands-on experiences reinforce ordering and retaining knowledge and higher-order thinking skills while applying both concrete and abstract concepts in performance. Music study enables students to better objectify the subjective while also fostering creativity. Technology infused throughout the music program provides students with opportunities to reinforce and apply musical concepts and skills.

Research continues to illuminate additional benefits of music study, including increased standardized test scores and brain development while enhancing and reinforcing knowledge gained in other subjects. Participating in the instrumental and/or vocal music programs enables a student to develop the self-discipline, work ethic, focus, responsibility and assertiveness that combine to make excellence possible within the individual, as well as the awareness, collaboration and goal-achieving skills that combine to make excellence possible as an ensemble. Developing these tangibles and intangibles will contribute to life-long success in the classroom and the workplace.

Instrumental and vocal music study is an essential part of every school curriculum. Each student must have the opportunity to participate in a music program taught by certified music specialists that reflects the continuing advances in music education while remaining relevant and integral to the ongoing cultural development of the West Allegheny community. The vision, design and implementation of the Instrumental and Vocal Music curricula provide comprehensive musical experiences for West Allegheny students that foster a lifetime association with music as an adult who sings and/or plays instruments at home and in the community, who attends live music performances, who is a discriminating listener of a variety of music, and who is an arts advocate and supporter of music education.

**WEST ALLEGHENY SCHOOL DISTRICT
INSTRUMENTAL MUSIC CURRICULUM**

**ELEMENTARY LEVEL
GRADES 4-5**



	Instrumental Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	Instrumental Music: ELEMENTARY GRADES 4-5
	The following skills/concepts will be covered throughout the year.
Music Reading	<p>SUB-STRANDS</p> <p>1. RHYTHM</p> <ul style="list-style-type: none"> • steady beat, x/4 meters, fundamental note and rest patterns, basic tempo terms, and, for percussionists, fundamental rudiments <p>2. NOTES</p> <ul style="list-style-type: none"> • staff, clef, letter names of the notes, and note reading and fingerings/positions throughout a fundamental range <p>3. SYMBOLS AND TERMS</p> <ul style="list-style-type: none"> • accidentals, applying key signatures, common symbols used in music reading, and fundamental dynamic levels
Individual Technique	<p>SUB-STRANDS</p> <p>1. INSTRUMENT CARE AND PRACTICE</p> <ul style="list-style-type: none"> • parts of the instrument, assembling the instrument, basic instrument care and care accessories, and learning practice habits and a routine <p>2. PATTERNS</p> <ul style="list-style-type: none"> • concert Bb and Ab scales, and fundamental melodic patterns in concert Bb, Ab, C, Eb and F <p>3. TONE PRODUCTION AND INTONATION</p> <ul style="list-style-type: none"> • posture, breath support, instrument & hand positions, embouchure, tuning, and, for percussionists, standing posture and tone production techniques on several percussion instruments <p>4. ARTICULATION</p> <ul style="list-style-type: none"> • tonguing, slurs, staccato and accent
Ensemble Technique	<p>SUB-STRANDS</p> <p>1. CONDUCTING</p> <ul style="list-style-type: none"> • responding to fundamental patterns and gestures <p>2. BALANCE AND BLEND</p> <ul style="list-style-type: none"> • role of the part within the texture, adjusting balance and blend <p>3. ETIQUETTE</p> <ul style="list-style-type: none"> • fundamental responsibilities and behaviors in rehearsals and concerts
Musicianship	<p>SUB-STRANDS</p> <p>1. PHRASING</p> <ul style="list-style-type: none"> • where to breathe musically <p>2. COMPOSITIONAL ELEMENTS</p> <ul style="list-style-type: none"> • fundamental components of the music and interdisciplinary connections present <p>3. REPERTOIRE</p> <ul style="list-style-type: none"> • studying and performing music in a variety of styles, performing expressively, music history, historical and cultural contexts, interdisciplinary connections, aesthetic aspects and criticism

WEST ALLEGHENY SCHOOL DISTRICT

Subject: INSTRUMENTAL MUSIC

Grade Level: ELEMENTARY – GRADES 4 & 5



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- E. Themes in Art Forms
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- B. Define Criteria
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education (1994): MUSIC

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing and describing music.
- 7. Evaluating music and music performances.
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
- 9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in Band in fourth and fifth grades will have the opportunity to develop a comprehensive musical background through the academic study and performance of instrumental music. Emphasis is placed upon developing basic musicianship concepts and skills as well as performing expressively in many styles of music.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Method Books:

Wind Instrument: Essential Elements 2000, published by Hal Leonard Corp.

Percussion: Fundamentals of Rhythm for the Drummer by Joe Maroni

Mallets: Belwin 21st Century Band Method

Mallets: Essential Elements 2000

Supplemental Materials developed by the teachers

Supplemental Songs

Concert Band Music

ASSESSMENTS:

Teacher Observation

Playing Evaluations

Progress Reports

TECHNOLOGY USED:

SmartMusic play-along software to accompany book, songs & band music

Finale notation software

musictheory.net for note reading reinforcement

Supplemental Materials, Recordings and Software selected by the teacher

Accompaniment CD to Method Book

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 129

COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: I. MUSIC READING	SUBSTRAND: 1. RHYTHM

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• TEMPO	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Demonstrate the steady beat by tapping it with the foot. 2. Define tempo as the speed of the beat. 3. Demonstrate subdivision of the steady beat in x/4: <ol style="list-style-type: none"> a. into 2 equal parts (eighth notes) b. into 4 equal parts (sixteenth notes) 4. Perform music at varied tempos with a steady beat. 5. Define tempo terms and perform with relative beat speeds: <ol style="list-style-type: none"> a. slow (i.e. adagio) b. moderate (i.e. andante, moderato) c. fast (i.e. allegro) 6. Define ritardando (rit.) and perform the change in tempo. 	<p>9.1ABC</p> <p>9.1C</p> <p>9.1ABC</p> <p>9.1AB</p> <p>9.1ABC</p> <p>9.1ABC</p>	<p>2</p> <p>6</p> <p>2</p> <p>2</p> <p>2,5,6</p> <p>2,5</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: I. MUSIC READING	SUBSTRAND: 1. RHYTHM

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • METER 	<p><i>The student will:</i></p> <p>7. Identify and define meter signatures:</p> <ul style="list-style-type: none"> a. location in the printed music b. also known as ‘time signature’ c. 4/4 and C d. 2/4 e. ¾ 	9.1AC	5,6
<ul style="list-style-type: none"> • NOTE & REST VALUES 	<p>8. Identify, count and perform in 4/4, 3/4, 2/4 meters:</p> <ul style="list-style-type: none"> a. quarter note & quarter rest b. half note & half rest c. whole note & whole rest d. dotted half note e. eighth note pairs f. dotted quarter note/eighth note g. single eighth note & single eighth rests h. eighth note/dotted quarter note i. multiple measure rests j. sixteenth notes – group of four 	9.1ABC	2,5

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: I. MUSIC READING	SUBSTRAND: 1. RHYTHM

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PERCUSSION RHYTHMS & RUDIMENTS	<i>The student will:</i> 9. Identify, count and perform in 4/4 meter: a. multiple bounce rolls/buzz rolls (16 th note based) b. double stroke rolls/open rolls (five stroke rolls & nine stroke rolls) c. single paradiddles d. flams e. flam taps f. eighth note triplets g. eighth note/two sixteenth notes h. two sixteenth notes/eighth note i. release of roll with a single tap	9.1ABC	2,5

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: I. MUSIC READING	SUBSTRAND: 2. NOTES

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• LETTER NAMES OF NOTES	<i>The student will:</i>		
	1. Define the staff as set of 5 parallel lines upon which music is written.	9.1C	5
	2. Identify as applicable to his instrument: a. treble clef b. bass clef c. neutral or percussion clef	9.1C	5
	3. Identify A-G as the musical alphabet.	9.1C	5
	4. State the complete name of the note (i.e. F as “F”, Eb as “E Flat”).	9.1C	5
	5. Identify the names of the notes on the lines and spaces of the staff within the clef of his instrument.	9.1AC	5
6. Identify leger lines and the names of the notes on the leger lines most commonly used for notes played by his instrument.	9.1AC	5	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: I. MUSIC READING	SUBSTRAND: 2. NOTES

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• READING & PERFORMING NOTES	<i>The student will:</i>		
	7. Wind instrument players, use correct fingerings/positions to perform concert pitches (included written on the staff in the Appendix): a. diatonic notes within Bb-Bb b. the F, G, & Ab below Bb c. the C, D, & Eb above Bb	9.1B	2,5
	8. Locate the fingering/position chart in the selected lesson book.	9.1C	5
	9. Percussionists, perform selected notes on the bell set: a. all notes within Bb-Bb b. (low) G, Ab, A c. (high) C, D, Eb	9.1B	2,5

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: I. MUSIC READING	SUBSTRAND: 3. SYMBOLS & TERMS

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• KEY SIGNATURES	<i>The student will:</i>		
	1. Identify and define: a. flat b. sharp c. natural	9.1AC	5
	2. State the complete name of the note (i.e. F as “F”, Eb as “E Flat”).	9.1AC	5
	3. Identify the location of the key signature.	9.1AC	5
	4. Define the meaning of the sharps or flats present in the key signature.	9.1AC	5
	5. Apply the notation rule that a sharp, flat or natural written in a measure is in effect for the remainder of that measure.	9.1AC	2,5
• SYMBOLS	6. Identify and define: a. bar line, final bar line and measure b. rehearsal numbers or letters	9.1C	5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: I. MUSIC READING	SUBSTRAND: 3. SYMBOLS & TERMS

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• DYNAMICS	<i>The student will:</i> 7. Identify, define and perform: a. tie b. repeat sign, first and second endings c. fermata d. repeated measure e. pick-up notes	9.1ABC	2,5
	8. Identify, define and perform dynamic levels: a. f - forte b. p - piano	9.1ABC	2,5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 1. INSTRUMENT CARE & PRACTICE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PARTS & ASSEMBLY	<p><i>The student will:</i></p> <p>1. Identify the parts of the his instrument:</p> <ul style="list-style-type: none"> a. flute - head joint, main body, foot joint b. oboe - upper joint, lower joint, bell, reed c. clarinet - reed, ligature, mouthpiece, barrel, upper joint, lower joint, bell d. alto saxophone - reed, ligature, mouthpiece, neck, main body, strap e. trumpet - mouthpiece, bell, spit valve, tuning slide, valves f. mellophone - same as trumpet g. trombone - mouthpiece, slide, bell, tuning slide, slide lock h. baritone - same as trumpet i. percussion kit - stand, adjustment screws, bar, sticks, mallets 	9.1C	2
	<p>2. Assemble and disassemble the instrument in the proper order.</p> <ul style="list-style-type: none"> a. flute - foot joint to main body; line up Eb key with rod; head joint to main body; line up tone hole with keys b. oboe - bell to lower joint; upper joint to lower joint; line up bridge keys; reed horizontal c. clarinet - bell to lower joint; upper joint to lower joint; line up bridge keys; barrel to upper joint; mouthpiece to barrel, lined up with register key; reed to mouthpiece; ligature below cut of reed; screws over reed d. alto saxophone - neck to main body; line up brace of neck to peg; mouthpiece on neck, hole facing down; ligature below cut of reed; screws over reed 	9.1CH	2

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 1. INSTRUMENT CARE & PRACTICE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<p>• CARE</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> e. trumpet - mouthpiece to main body f. mellophone - mouthpiece to main body g. trombone - open end of slide facing up, taller end closer to face; bell section to slide over taller tube, bell on the left; tighten the connection; mouthpiece into receptor h. baritone - mouthpiece to main body i. percussion kit - BELLS: spread base & tighten adjustment screw; insert top section into base & tighten adjustment screw; if there are arms on the top section, push them all the way up & tighten adjustment screw; set bells on top. If the top section is just the post, line up hole on the bottom of the bells with the post; turn bells a quarter turn and tighten. <p>DRUM PAD: assemble stand the same as for bells; screw pad onto post</p> <p>3. Demonstrate the correct use of instrument care accessories.</p> <ul style="list-style-type: none"> a. cleaning cloth b. FL: tuning rod with cloth as a swab c. CL/ASX: reedguard d. CL/ASX: cork grease e. OB/CL/ASX: swab f. mouthpiece brush g. TPT/MEL/BAR: valve oil & tuning slide grease 	9.1CH	2

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 1. INSTRUMENT CARE & PRACTICE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PRACTICE	<i>The student will:</i> 4. List the recommended practice habits: a. minimum of 4 days per week b. minimum of 20 minutes per practice session c. use a wire music stand d. use a straight back chair to best enable correct posture e. practice in a quiet place f. practice with adequate light	9.1G	2
	5. Describe the recommended routine for independent practice. a. warm up with long notes on scales; snare drum warm-ups b. technical exercises (i.e. pattern & rhythm sheets/supplemental materials) c. assigned content from lesson book d. full band music e. solos & small ensemble music	9.1CG 9.3AD	2

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 2. PATTERNS

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• MELODIC & HARMONIC PATTERNS	<i>The student will:</i>		
	1. Perform the concert Bb and Ab major scales 2. Perform fundamental melodic patterns in concert Bb, Ab, C, Eb & F: a. up & down 5 (1-2-3-4-5-4-3-2-1) b. major triad arpeggio (1-3-5-3-1) c. partial thirds (1-3-2-4-3-5-4-6-5-3-4-2-3-1-2-7-1)	9.1ABC 9.1ABC	2,5 2,5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 3. TONE PRODUCTION & INTONATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• TONE PRODUCTION - WINDS	<p><i>The student will:</i></p> <ol style="list-style-type: none">1. Demonstrate proper sitting posture for wind instruments:<ol style="list-style-type: none">a. POSITION IN CHAIR – sitting forwardb. FEET – shoulder width, flat on floor, weight evenly distributed and slightly forward on the toesc. LEGS – never lockedd. HIPS – square with weight evenly distributede. BACK – ‘stretched’ into a straight linef. NECK – held straight, not forward or downward, a continuation of the spineg. HEAD – evenly balanced and head normally with chin slightly down & not protruded forwardh. STERNUM - elevatedi. SHOULDERS – level and relaxed downward, never lifted, rigid or forwardj. ARMS – relaxed and as ‘normal’ as possible when holding instrument	9.1BC	2

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 3. TONE PRODUCTION & INTONATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<p><i>The student will:</i></p> <p>2. Demonstrate the breath support involved in playing a wind instrument:</p> <ul style="list-style-type: none">a. relationship of posture to breathingb. shoulders relaxed when breathingc. deep vs. shallow breathing (i.e. cold air vs. hot air)d. keep the throat open; do not close offe. do not hold breath in; fast turnaroundf. pace exhalationg. make the physical feelings associated with breath control a habit <p>3. Apply the following to produce a quality musical tone on the wind instrument:</p> <ul style="list-style-type: none">a. postureb. instrument & hand positionsc. breath support: air quantity & air speedd. embouchure <p>4. Perform lip slurs to strengthen the embouchure and increase range on brass instruments.</p>	<p>9.1BC</p> <p>9.1AB</p> <p>9.1BC</p>	<p>2</p> <p>2</p> <p>2,5</p>

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 3. TONE PRODUCTION & INTONATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• TONE PRODUCTION - PERCUSSION	<p><i>The student will:</i></p> <p>5. Demonstrate proper standing posture for percussion instruments:</p> <ul style="list-style-type: none"> a. FEET – shoulder width, flat on floor, weight evenly distributed and slightly forward on the toes b. LEGS – never locked c. BACK – ‘stretched’ into a straight line d. SHOULDERS – level and relaxed downward, never lifted, rigid or forward e. ARMS – relaxed with elbows slightly away from torso; forearms almost parallel f. DISTANCE FROM SNARE DRUM – one stick length from navel to playing spot g. WRISTS – straight so stick angle is slightly larger than 90 degrees 	9.1BC	2
	<p>6. Apply the following to produce a quality musical tone on percussion instruments:</p> <ul style="list-style-type: none"> a. posture/stance b. matched grip c. hand position d. where to strike the instrument e. legato stroke 	9.1ABC	2

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 3. TONE PRODUCTION & INTONATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<p><i>The student will:</i></p> <p>7. Perform a quality musical tone on the following percussion instruments:</p> <ul style="list-style-type: none">a. snare drumb. bass drumc. crash cymbalsd. bellse. common accessory percussion instruments, including but not limited to: triangle, tambourine & suspended cymbal	9.1ABC	2

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 3. TONE PRODUCTION & INTONATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• INTONATION	<i>The student will:</i>		
	8. Identify and perform concert Bb and concert F as transposed to the instrument in the correct octave as the primary tuning notes in the band ensemble context.	9.1ABC	2,5
	9. Identify where to adjust the tuning of the instrument.	9.1AC	2
	10. Play the tuning note against a reference pitch, identify if it is ‘in tune’ or ‘out of tune’, and make the necessary adjustment as directed by the teacher.	9.1ABC	2
	11. Adjust for intonation nuances that impact performing in tune: a. FLUTE – impact of head angle b. CLARINET/SAXOPHONE - higher notes go flat as reeds ‘get soft’ c. TROMBONE – accurate position placement	9.1AB 9.3A	2,6

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 4. ARTICULATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • TONGUING • SLURS • ARTICULATION 	<i>The student will:</i>		
	1. Use the tongue to release the air to initiate the tone.	9.1BC	2
	2. Stop the air to stop the note.	9.1BC	2
	3. Identify the three parts of a slur: <ul style="list-style-type: none"> a. use the tongue to release the air to initiate the first note b. use the air to connect all the written notes through the end of the slur c. use the tongue to release the air to initiate the next written note 	9.1C	5
	4. Perform two or more notes that are connected with a slur.	9.1ABC	2,5
5. Perform notes with the articulation indicated: <ul style="list-style-type: none"> a. staccato - • b. accent - > (weight or stress) 	9.1ABC	2,5	

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: III. ENSEMBLE TECHNIQUE	SUBSTRAND: 1. CONDUCTING

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• ENSEMBLE REHEARSAL & PERFORMANCE	<i>The student will:</i> 1. Identify and respond to conducting patterns and gestures: a. 4/4, 3/4 & 2/4 meters b. down beat c. cut off d. fermata e. left hand indicating to play softer or louder to balance the individual, section or ensemble f. cues g. pick-up notes	9.1ABCG 9.4D	2,5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: III. ENSEMBLE TECHNIQUE	SUBSTRAND: 2. BALANCE & BLEND

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • TEXTURE 	<p><i>The student will:</i></p> <p>1. Identify the role of his/her part within the texture at a given point within the selected repertoire:</p> <ul style="list-style-type: none"> a. melody as the predominant part b. accompaniment c. harmony d. bass line 	9.1AC	5,6
<ul style="list-style-type: none"> • BALANCE 	<p>2. Adjust the balance of the part being performed as directed by the teacher.</p>	9.1AC 9.4D	2,5,6
<ul style="list-style-type: none"> • BLEND 	<p>3. Perform the part with blend, defining <i>blend</i> as matching intonation and tone quality, as directed by the teacher.</p>	9.1ABC 9.4D	2,6

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: III. ENSEMBLE TECHNIQUE	SUBSTRAND: 3. ETIQUETTE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<p>• REHEARSAL & CONCERT ETIQUETTE</p>	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Actively participate in band rehearsals and concerts with appropriate etiquette: <ol style="list-style-type: none"> a. posture & instrument position b. sight-line to the director c. attention to director’s instructions & conducting d. no talking during songs e. stop playing when director cuts band off & listen for the next instruction with no talking f. do not interfere with the teaching/learning process while the director is working with another section g. no gum or food h. helping one another i. concentration j. appropriate overall behavior k. no talking between songs (concerts) 	9.1GI	2

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: III. ENSEMBLE TECHNIQUE	SUBSTRAND: 3. ETIQUETTE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• RESPONSIBILITY	<i>The student will:</i> 2. Meet the responsibilities associated with participating in the elementary instrumental music program: a. attend lessons and band rehearsals b. bring the instrument, music folder, lesson book, supplemental materials and band music to lessons and band rehearsals c. attend formal concerts and other scheduled performances d. after rehearsals, put away music stands and instruments, including percussion.	9.1GI	2

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 1. PHRASING

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • PHRASING 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Perform where to breathe within the written music: <ol style="list-style-type: none"> a. at a written breath mark b. at a written rest 2. Identify where not to breathe within the written music: <ol style="list-style-type: none"> a. between each note in a succession of notes b. between slurred notes c. before the last note of a phrase d. on a bar line 3. Perform correct breathing : <ol style="list-style-type: none"> a. at the end of a phrase with an awareness of the phrase as a musical sentence b. if absolutely needed within a phrase c. between notes without excessively shortening the length of the note 	<p>9.1BC</p> <p>9.1B 9.4D</p> <p>9.1B 9.4D</p>	<p>2,5</p> <p>2,5,6</p> <p>2,5,6</p>

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 2. COMPOSITIONAL ELEMENTS

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• COMPOSITIONAL ELEMENTS	<i>The student will:</i> 1. Identify compositional elements: a. same vs. different b. theme & variation c. introduction d. unison e. as written within the selected repertoire	9.1AC	5,6
	2. Identify possible interdisciplinary connections from the compositional elements within the selected repertoire.	9.1ACDE	8

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 3. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • STYLE • EXPRESSION • REPERTOIRE 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Define and apply any style terms written in the selected repertoire in performance. 2. Perform expressively within the selected repertoire. 3. Rehearse, study and perform a variety of selected repertoire, including: <ol style="list-style-type: none"> a. standard original band repertoire b. transcriptions from classical repertoire, including sacred and secular c. patriotic and Americana d. music from other countries or cultures e. ballad or chorale f. Broadway, movie and TV g. jazz, blues, Dixieland and ragtime h. rock and pop(ular) i. music associated with holidays 	<p>9.1BCD 9.2C</p> <p>9.1BD 9.4BD</p> <p>9.1BDFG 9.2ABCDE FH 9.4BD</p>	<p>2,5,6</p> <p>2,5,6</p> <p>2,5,6,8.9</p>

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: ELEMENTARY 4-5
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 3. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • MUSIC HISTORY • AESTHETICS • CRITICISM <p>Assessments can be informal/observation/verbal or formal/written, ranging from simple to extensive-----i.e. using formal state or national organizations' evaluation forms.</p>	<p><i>The student will:</i></p> <p>4. Identify the significant aspects of the selected repertoire concerning its style, performance practices, composer, genre, historical period, historical and cultural contexts, and interdisciplinary connections.</p> <p>5. Identify the compositional approach to selected repertoire:</p> <ul style="list-style-type: none"> a. intrinsic/affective b. extrinsic/programmatic/cognitive <p>6. Assess the live or recorded performance, informal or formal, of the following with regard to any aspect of music reading, individual technique, ensemble technique and/or musicianship:</p> <ul style="list-style-type: none"> a. self b. other student instrumentalists c. his/her band d. other elementary level bands e. other bands f. other musical ensembles g. other music 	<p>9.1CDF 9.2ABCDE FGH 9.4BD</p> <p>9.1ABCDF 9.2ABCDE F 9.4BD</p> <p>9.1ACDFG 9.2ABCDF 9.3ADE 9.4BD</p>	<p>6,8,9</p> <p>2,6,8,9</p> <p>5,6,7,8,9</p>

**WEST ALLEGHENY SCHOOL DISTRICT
INSTRUMENTAL MUSIC CURRICULUM**

**MIDDLE SCHOOL LEVEL
GRADES 6-8**



	Instrumental Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	Instrumental Music: MIDDLE SCHOOL GRADES 6-8
	The following skills/concepts will be covered throughout the year.
Music Reading	<p>SUB-STRANDS</p> <p>1. RHYTHM</p> <ul style="list-style-type: none"> • x/4, x/8 & 2/2 meters, intermediate note and rest patterns, more tempo terms, and, for percussionists, intermediate rudiments <p>2. NOTES</p> <ul style="list-style-type: none"> • note reading and fingerings/positions throughout an expanded range, enharmonics and alternate fingerings <p>3. SYMBOLS AND TERMS</p> <ul style="list-style-type: none"> • applying key signatures, transposing from concert pitch, more symbols used in music reading, and more dynamic levels and symbols
Individual Technique	<p>SUB-STRANDS</p> <p>1. INSTRUMENT CARE AND PRACTICE</p> <ul style="list-style-type: none"> • more instrument care strategies and care accessories, and developing more involved practice routines <p>2. PATTERNS</p> <ul style="list-style-type: none"> • scales and fundamental melodic patterns in concert C, Eb, F, Db and G, and chromatic and blues scales <p>3. TONE PRODUCTION AND INTONATION</p> <ul style="list-style-type: none"> • reinforcing posture, breath support, instrument and hand positions, embouchure, tuning strategies, and, for percussionists, posture and tone production techniques on more percussion instruments <p>4. ARTICULATION</p> <ul style="list-style-type: none"> • tongue-slur combinations, marcato, legato and sforzando
Ensemble Technique	<p>SUB-STRANDS</p> <p>1. CONDUCTING</p> <ul style="list-style-type: none"> • responding to patterns in x/4, x/8 & x/2 as well as tempo changes, dynamics and stylistic gestures <p>2. BALANCE AND BLEND</p> <ul style="list-style-type: none"> • role of the part at all times, and adjusting the balance and blend <p>3. ETIQUETTE</p> <ul style="list-style-type: none"> • demonstrating responsibilities and behaviors in rehearsals and concerts
Musicianship	<p>SUB-STRANDS</p> <p>1. PHRASING</p> <ul style="list-style-type: none"> • phrase length and contour, catch breath and staggered breathing <p>2. COMPOSITIONAL ELEMENTS</p> <ul style="list-style-type: none"> • more components and interdisciplinary connections present <p>3. REPERTOIRE</p> <ul style="list-style-type: none"> • studying and performing music in a variety of styles, performing expressively, style terms, music history, historical and cultural contexts, interdisciplinary connections, aesthetic aspects and criticism

WEST ALLEGHENY SCHOOL DISTRICT

Subject: INSTRUMENTAL MUSIC

Grade Level: MIDDLE SCHOOL – GRADES 6-8



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- E. Themes in Art Forms
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- B. Define Criteria
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education (1994): MUSIC

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing and describing music.
- 7. Evaluating music and music performances.
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
- 9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in Band in sixth, seventh and eighth grades will have the opportunity to develop a comprehensive musical background through the academic study and performance of instrumental music. Emphasis is placed upon developing basic musicianship concepts and skills as well as performing expressively in many styles of music.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Method Books, including:

 Fundamentals of Rhythm for the Drummer by Joe Maroni

 Fundamental Principles of Drumming by Joe Maroni

Supplemental Materials developed by the teachers

Supplemental Songs

Small Ensemble music

Concert Band music

ASSESSMENTS:

Teacher Observation

Written Quizzes

Playing Evaluations: Patterns & Repertoire

TECHNOLOGY USED:

SmartMusic play-along software to accompany exercises, songs & band music

Finale notation software

musictheory.net for note reading reinforcement

Supplemental Materials, Recordings and Software selected by the teacher

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: I. MUSIC READING	SUBSTRAND: 1. RHYTHM

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • TEMPO 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Demonstrate subdivision of the steady beat in x/4: <ol style="list-style-type: none"> a. into 2 equal parts b. into 3 equal parts 2. Define tempo terms and perform the relative beat speeds: <ol style="list-style-type: none"> a. very slow (i.e. largo, grave) b. slow (i.e. lento) c. moderately (i.e. allegretto) d. fast g. very fast (i.e. vivace, vivo, presto) 3. Define tempo terms and perform the changes in tempo: <ol style="list-style-type: none"> a. rallentando (rall.) b. accelerando (acc.) c. a tempo – resume the original tempo 	<p>9.1ABC</p> <p>9.1BC</p> <p>9.1BC</p>	<p>2,6</p> <p>2,5,6</p> <p>2,5,6</p>
<ul style="list-style-type: none"> • METER 	<ol style="list-style-type: none"> 4. Identify & define meter signatures: <ol style="list-style-type: none"> a. 6/8, 9/8, 12/8, 3/8 b. 2/2 and as Cut Time c. 5/4 	<p>9.1AC</p>	<p>5,6</p>

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: I. MUSIC READING	SUBSTRAND: 1. RHYTHM

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• NOTE & REST VALUES	<p><i>The student will:</i></p> <p>5. Identify, count and perform in x/4 meters:</p> <ul style="list-style-type: none"> a. eighth note/two sixteenth notes b. two sixteenth notes/eighth note c. eighth note triplet d. eighth note/quarter note/eighth note syncopation within two beats e. dotted eighth note/sixteenth note f. sixteenth rests on each part of the beat g. quarter note triplets h. sixteenth note/eighth note/sixteenth note syncopation within a beat 	9.1ABC	2,5
	<p>6. Identify, count and perform in x/8 meters:</p> <ul style="list-style-type: none"> a. dotted quarter note b. quarter note/eighth note c. set of 3 eighth notes d. dotted half note e. single eighth notes & eighth rests 	9.1ABC	2,5

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: I. MUSIC READING	SUBSTRAND: 1. RHYTHM

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PERCUSSION RUDIMENTS & RHYTHMS	<p><i>The student will:</i></p> <p>7. Identify, count and perform in 2/2 (cut time):</p> <ul style="list-style-type: none"> a. whole note & whole rest b. half note & half rest c. quarter note & quarter rest d. dotted half note/quarter note e. eighth note pairs f. quarter note/eighth note pairs combinations 	9.1ABC	2,5
	<p>8. Identify and perform in x/4 meter:</p> <ul style="list-style-type: none"> a. flam paradiddles b. double paradiddles c. ruffs d. single drag e. flam accents f. flam tap in 6/8 g. accents with alternating strokes h. sextuplets i. open rolls (7 stroke & 17 stroke) j. buzz rolls (triplet based & sextuplet based) 	9.1ABC	2,5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: I. MUSIC READING	SUBSTRAND: 2. NOTES

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• READING & PERFORMING NOTES	<i>The student will:</i>		
	1. Wind instrument players, use correct fingerings/positions to perform selected notes, indicated below as written: (included written on the staff in the Appendix) a. flute low C through high G b. oboe low C through high D c. clarinet low E through high C d. saxophone low Bb though high F e. trumpet low F# through high A f. French horn low F through high G g. trombone low E through high G h. baritone low E through high G i. tuba low E through high G	9.1B	2,5
	2. Use a fingering/position chart to locate a fingering/position.	9.1C	5
	3. Percussionists, perform selected notes: a. mallets F below the treble clef staff to C above the staff b. timpani F just below to bass clef staff to F fourth line	9.1B	2,5
	4. Define two notes that sound the same but are written differently as enharmonic notes.	9.1AC	5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: I. MUSIC READING	SUBSTRAND: 2. NOTES

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<p><i>The student will:</i></p> <p>5. Identify the enharmonic equivalent of each sharp and flat, including between E and F (E#=F and Fb=E) and between B & C (B#=C and Cb=B).</p> <p>6. Use alternate fingerings/positions to perform selected notes:</p> <p>a. flute thumb Bb</p> <p>b. oboe fork F (don't add Eb key); left hand Eb & G#</p> <p>c. clarinet for 3rd line Bb; for 1st space F#; fork B & F#; LR pinky B, C, C#; LR pinky E, F, F#</p> <p>d. saxophone fork F#, bis key Bb, side C</p> <p>e. trombone fourth line F in 6th position</p>	<p>9.1AC</p> <p>9.1ABC</p>	<p>5</p> <p>2,5</p>

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: I. MUSIC READING	SUBSTRAND: 3. SYMBOLS & TERMS

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• KEY SIGNATURES	<i>The student will:</i>		
	1. Identify where in the key signature to look whether or not a given pitch/letter name is impacted by a sharp or flat. (i.e. that the # for F is on the top line, that the b for E is on the fourth space, etc.)	9.1AC	5
	2. Identify the progression of notes to check when examining a key signature: a. C instruments – A, E, D, B b. Bb instruments – B, F, E, C c. Eb instruments – F, C, B, G d. F instruments – E, B, A, F	9.1ABC	2,5
	3. Transpose a note from concert pitch to the note for the given instrument.	9.1ABC	2,5
• SYMBOLS	4. Identify, define and perform: a. cut or grand pause b. metronome markings c. subito d. grace notes e. D.C. al fine and D.S. al fine f. D.C. al Coda and D.S. al Coda, Coda	9.1ABC	2,5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: I. MUSIC READING	SUBSTRAND: 3. SYMBOLS & TERMS

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• DYNAMICS	<p><i>The student will:</i></p> <p>5. Define dynamics as the relative volume of musical sound and as the symbols involved.</p> <p>6. Identify, define and perform dynamic levels and changes in dynamics:</p> <ul style="list-style-type: none"> a. pp - pianissimo b. mp - mezzo piano c. mf - mezzo forte d. ff - fortissimo e. crescendo f. decrescendo g. dim. - diminuendo h. fp - forte-piano i. different dynamic levels within repeated sections 	<p>9.1AC</p> <p>9.1ABC</p>	<p>5</p> <p>2,5</p>

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 1. INSTRUMENT CARE & PRACTICE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • CARE 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Demonstrate the correct use of instrument care accessories. <ol style="list-style-type: none"> a. polishing cloth b. FL: tuning rod to adjust end cork c. BRASS: snake d. TBN: slide cream/water bottle & tuning slide grease e. WW: rubbing alcohol & Q-tips f. FL/SAX: soft cloth to wipe inside & outside of joints g. BRASS: the ‘bath’ h. BRASS: use of tool to round out end of mouthpiece shank 	9.1AH	2
<ul style="list-style-type: none"> • PRACTICE 	<ol style="list-style-type: none"> 2. Describe the recommended routine for independent practice: <ol style="list-style-type: none"> a. warm-up focusing on tone & technique b. identify & practice areas as needed of within: <ol style="list-style-type: none"> i. method books ii. supplemental materials/practice sheets iii. band music iv. solo & small ensemble music v. free choices of music c. practice pieces in their entirety d. use of metronome, tuner & technology (i.e. SmartMusic) 	9.1CG 9.3AD	2

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 2. PATTERNS

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• MELODIC & HARMONIC PATTERNS	<i>The student will:</i>		
	1. Perform the concert C, Eb, F, Db and G major scales at quarter note = 60.	9.1ABC	2,5
	2. Perform fundamental melodic patterns in concert Bb, Ab, C, Eb, F, Db & G at quarter note = 60: a. up & down 5 (1-2-3-4-5-4-3-2-1) b. parallel minor scales for each (natural & harmonic) c. thirds (full octave) d. arpeggio sequence: major triad, major seventh, dominant seventh, minor triad, minor seventh e. tonic, subdominant & dominant chord progressions	9.1ABC	2,5
	3. Perform a one-octave chromatic scale between concert Bb & concert Bb within the range defined within the Individual Technique strand, sub-strand – Notes.	9.1ABC	2,5
	4. Perform the chromatic scale throughout the range for each instrument defined in the Music Reading strand at quarter note = 60.	9.1ABC	2,5
	5. Perform the blues scale in concert Bb at quarter note = 60.	9.1ABC	2,5
6. Perform melodic and harmonic patterns as written within the selected repertoire.	9.1ABC	2,5	

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 3. TONE PRODUCTION & INTONATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• TONE PRODUCTION – WINDS	<i>The student will:</i> 1. Identify breath support as maximizing the lung capacity in wind instrument performance and as the combination of air quantity and air speed throughout the range.	9.1ABC	2
	2. Demonstrate a ‘catch breath’ as the quick, partial-capacity breath taken when the demands of the music do not permit a full, normal breath.	9.1BC	2
	3. Strengthen the embouchure and increase range on brass instruments by performing more extended lip slurs.	9.1B	2
	4. Strengthen the embouchure and improve tone quality on woodwind instruments by performing octave/register exercises.	9.1B	2
• TONE PRODUCTION - PERCUSSION	5. Perform a quality musical tone on percussion instruments, including: a. mallet instruments – bells, xylophone, vibes, marimba, chimes b. timpani c. common accessory percussion instruments as written for within the selected repertoire	9.1ABC	2

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 3. TONE PRODUCTION & INTONATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• INTONATION - WINDS	<i>The student will:</i>		
	6. Play the tuning note against a reference pitch and identify if it is ‘in tune’, ‘sharp’ or ‘flat’, and raise or lower the pitch using the main tuning adjustment on his instrument, as assisted by the teacher	9.1AB	2
	7. Recognize in tune vs. out of tune when matching within the section and the ensemble, and make the necessary adjustment as assisted by the teacher.	9.1AB	2
	8. Adjust for intonation nuances that impact performing in tune: a. FLUTE – open C#/Db is sharp b. OBOE – flat in the low register (below D), often sharp in the middle to high register due to pinching the reed; C third space and E fourth space are unstable notes c. CLARINET/ALTO SAX - sensitivity to reed strength d. SAX – mid-staff D/Eb/E are sharp e. TPT – use of third valve pinky slide; lip up 4 th line D f. FHN – 4 th line D; ensure both F & Bb tuning slides are adjusted properly g. pitch awareness as related to the major scale h. maintain embouchure strength & breath support to keep higher notes from sagging flat	9.1AB	2

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 3. TONE PRODUCTION & INTONATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• INTONATION - PERCUSSION	<i>The student will:</i> 9. Tune a given pitch on a timpano: a. put the pedal in its lowest position b. strike the drum c. push pedal to raise pitch of drum to the desired pitch d. recognize in tune vs. out of tune	9.1AB	2,6
• VIBRATO	10. Identify vibrato as an expressive device used in wind instrument performance (achieved by controlled pitch oscillation without tension, a variation of not more than a quarter tone above and below the center of the pitch, or controlled pitch intensity -diaphragm control/ 'pushing' of air). a. FLUTE/OBOE – diaphragm b. SAXOPHONE – jaw	9.1B 9.4BD	2,6

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 4. ARTICULATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• ARTICULATION	<i>The student will:</i> 1. Perform notes with the articulations indicated: a. tongue/slur combination b. marcato - ^ c. legato tonguing/tenuto - ‘-‘ d. sforzando - sfz, sfz	9.1ABC	2,5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: III. ENSEMBLE TECHNIQUE	SUBSTRAND: 1. CONDUCTING

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• ENSEMBLE REHEARSAL & PERFORMANCE	<i>The student will:</i> 1. Identify and respond to conducting patterns and gestures: a. x/4 b. x/8 c. 2/2 Cut time d. changes in tempo e. dynamic levels f. changes in dynamics (i.e. crescendo & decrescendo) g. style characteristics	9.1ABCG 9.4D	2,5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: III. ENSEMBLE TECHNIQUE	SUBSTRAND: 2. BALANCE & BLEND

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • TEXTURE 	<p><i>The student will:</i></p> <p>1. Identify the role of his/her part within the texture at a given point within the selected repertoire:</p> <ul style="list-style-type: none"> a. counter melody 	9.1AC	5,6
<ul style="list-style-type: none"> • BALANCE 	<p>2. Adjust the balance of the part being performed within the selected repertoire depending on a combination of musical context, written dynamics, instrumentation, and role within the texture as assisted by the teacher.</p>	9.1AC 9.4D	2,5,6
<ul style="list-style-type: none"> • BLEND 	<p>3. Perform the part with blend, defining <i>blend</i> as matching intonation and tone quality within the section, family and ensemble as a whole as assisted by the teacher.</p>	9.1ABC 9.4D	2,6

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: III. ENSEMBLE TECHNIQUE	SUBSTRAND: 3. ETIQUETTE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • REHEARSAL & CONCERT ETIQUETTE • RESPONSIBILITY 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Actively participate in band rehearsals and concerts with the appropriate etiquette, including concert dress. 2. Meet the responsibilities associated with participating in the middle school instrumental music program: <ol style="list-style-type: none"> a. bring the instrument, music folder, supplemental materials and band music to lessons and band rehearsals b. after rehearsals, put away instruments and music folders in the instrument storage lockers c. after rehearsals, percussionists are to put away percussion instruments and cover the mallet instruments and timpani. d. attend formal concerts and other scheduled performances e. once a commitment is made to participate in an extra-curricular ensemble, attend scheduled rehearsals and performances with the instrument, music and materials 	<p>9.1GI</p> <p>9.1GI</p>	<p>2</p> <p>2</p>

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 1. PHRASING

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PHRASING	<i>The student will:</i> 1. Perform with an awareness of phrase length and contour. 2. Perform the catch breath, the quick partial-capacity breath taken when the technical demands do not permit a normal full breath. 3. Perform staggered breathing, where individual players breathe at different times to create the illusion of sustained sound.	9.1BC 9.4D 9.1BC 9.1BC	2,5,6 2 2

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 2. COMPOSITIONAL ELEMENTS

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• COMPOSITIONAL ELEMENTS	<p><i>The student will:</i></p> <p>1. Identify compositional elements:</p> <ul style="list-style-type: none"> a. coda b. march form structure c. transition d. melodic sequence e. augmentation f. diminution g. key change h. meter change i. ostinato j. doubling k. as written within the selected repertoire 	9.1AC	5,6
	<p>2. Identify possible interdisciplinary connections from the compositional elements within the selected repertoire.</p>	9.1ACDE	8

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 3. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • STYLE • EXPRESSION • REPERTOIRE 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Define and apply any style terms written in the selected repertoire in performance. 2. Perform expressively within the selected repertoire. 3. Rehearse, study and perform a variety of selected repertoire, including: <ol style="list-style-type: none"> a. standard original band repertoire b. transcriptions from classical repertoire, including sacred and secular c. patriotic and Americana d. music from other countries or cultures e. ballad or chorale f. Broadway, movie and TV g. jazz, blues, Dixieland and ragtime h. rock and pop(ular) i. music associated with holidays 	<p>9.1BCD 9.2C</p> <p>9.1BD 9.4BD</p> <p>9.1BDFG 9.2ABCDE FH 9.4BD</p>	<p>2,5,6</p> <p>2,5,6</p> <p>2,5,6,8.9</p>

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 3. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • MUSIC HISTORY • AESTHETICS • CRITICISM <p>Assessments can be informal/observation/verbal or formal/written, ranging from simple to extensive-----i.e. using formal state or national organizations' evaluation forms.</p>	<p><i>The student will:</i></p> <p>4. Identify the significant aspects of the selected repertoire concerning its style, performance practices, composer, genre, historical period, historical and cultural contexts, and interdisciplinary connections.</p> <p>5. Identify the compositional approach to selected repertoire:</p> <ul style="list-style-type: none"> a. intrinsic/affective b. extrinsic/programmatic/cognitive <p>6. Assess the live or recorded performance, informal or formal, of the following with regard to any aspect of music reading, individual technique, ensemble technique and/or musicianship:</p> <ul style="list-style-type: none"> a. self b. other student instrumentalists c. his/her band d. other elementary level bands e. other bands f. other musical ensembles g. other music 	<p>9.1CDF 9.2ABCDE FGH 9.4BD</p> <p>9.1ABCDF 9.2ABCDE F 9.4BD</p> <p>9.1ACDFG 9.2ABCDF 9.3ADE 9.4BD</p>	<p>6,8,9</p> <p>2,6,8,9</p> <p>5,6,7,8,9</p>

**WEST ALLEGHENY SCHOOL DISTRICT
INSTRUMENTAL MUSIC CURRICULUM**

**HIGH SCHOOL LEVEL
GRADES 9-12**



	Instrumental Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	Instrumental Music: HIGH SCHOOL GRADES 9-12
	The following skills/concepts will be covered throughout the year.
Music Reading	<p>SUB-STRANDS</p> <p>1. RHYTHM</p> <ul style="list-style-type: none"> • x/2 and odd meters, advanced note and rest patterns and combinations, and, for percussionists, advanced rudiments <p>2. NOTES</p> <ul style="list-style-type: none"> • note reading and fingerings/positions throughout the full practical range, trills and more alternate fingerings <p>3. SYMBOLS AND TERMS</p> <ul style="list-style-type: none"> • major and relative minor key signatures, symbols as encountered, and performing dynamics with regard to style, balance and texture
Individual Technique	<p>SUB-STRANDS</p> <p>1. INSTRUMENT CARE AND PRACTICE</p> <ul style="list-style-type: none"> • applying instrument care and maintenance strategies, and effective independent practice strategies and routines <p>2. PATTERNS</p> <ul style="list-style-type: none"> • scales and fundamental melodic patterns in all keys, and the chromatic scale throughout the practical range <p>3. TONE PRODUCTION AND INTONATION</p> <ul style="list-style-type: none"> • applying tone production and tuning strategies, vibrato, and, for percussionists, proper tone production techniques on all percussion instruments encountered in the music, including timpani tuning <p>4. ARTICULATION</p> <ul style="list-style-type: none"> • articulations as written and implied by the style
Ensemble Technique	<p>SUB-STRANDS</p> <p>1. CONDUCTING</p> <ul style="list-style-type: none"> • responding to patterns in all meters and meter changes, and, to gestures involving phrase shaping and expressive interpretation <p>2. BALANCE AND BLEND</p> <ul style="list-style-type: none"> • role of the part at all times, and adjusting the balance and blend <p>3. ETIQUETTE</p> <ul style="list-style-type: none"> • applying responsibilities and behaviors in rehearsals and concerts
Musicianship	<p>SUB-STRANDS</p> <p>1. PHRASING</p> <ul style="list-style-type: none"> • phrase shaping, control of intensity and the role of phrase in context <p>2. COMPOSITIONAL ELEMENTS</p> <ul style="list-style-type: none"> • more components and interdisciplinary connections present <p>3. REPERTOIRE</p> <ul style="list-style-type: none"> • studying and performing music in a variety of styles, performing expressively, style terms, music history, historical and cultural contexts, interdisciplinary connections, aesthetic aspects and criticism

WEST ALLEGHENY SCHOOL DISTRICT

Subject: INSTRUMENTAL MUSIC

Grade Level: HIGH SCHOOL – GRADES 9-12



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- E. Themes in Art Forms
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- B. Define Criteria
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education (1994): MUSIC

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing and describing music.
- 7. Evaluating music and music performances.
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
- 9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in Band in ninth, tenth, eleventh and twelfth grades will have the opportunity to develop a comprehensive musical background through the academic study and performance of instrumental music. Emphasis is placed upon developing basic musicianship concepts and skills as well as performing expressively in many styles of music.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Band Class Method Books
Supplemental Materials developed by the teacher
Concert Band Music

ASSESSMENTS:

Teacher Observation
Written Quizzes
Playing Evaluations: Skills & Repertoire

TECHNOLOGY USED:

SmartMusic play-along software to accompany exercises, songs & band music
Finale notation software
musictheory.net for note reading reinforcement
Supplemental Materials, Recordings and Software selected by the teacher

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: I. MUSIC READING	SUBSTRAND: 1. RHYTHM

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • TEMPO • METER • NOTE & REST VALUES 	<i>The student will:</i> 1. Define and demonstrate tempo terms as written within the selected repertoire: a. rubato b. l'istesso tempo c. poco a poco	9.1BC	2,5
	2. Perform music at the tempo markings and with the tempo changes as written within the selected repertoire.	9.1ABC	2,5
	3. Identify and define irregular and odd meter signatures:	9.1AC	5,6
	4. Identify, count and perform in x/4 meters: a. triplet combinations (sixteenth & half note) b. all syncopations with note & rests c. -tuplets (5, 6, 7, 12 or as written) d. sixteenth note/eighth note/sixteenth note syncopation within a beat	9.1ABC	2,5
	5. Count and perform rhythm patterns in x/4, x/2, x/8, irregular and odd meters as written within the selected repertoire.	9.1ABC	2,5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: I. MUSIC READING	SUBSTRAND: 1. RHYTHM

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PERCUSSION RUDIMENTS & RHYTHMS	<i>The student will:</i> 6. Identify and perform fundamental percussion rudiments as written within the selected repertoire, including but not limited to: a. double drag b. flamacue c. single & double ratamacue d. buzz roll with a smooth, connected sound	9.1ABC	2,5

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: I. MUSIC READING	SUBSTRAND: 2. NOTES

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• READING & PERFORMING NOTES	<i>The student will:</i>		
	1. Use correct fingerings/positions to perform all notes within the full practical range of the instrument.	9.1ABC	2,5
	2. Use a fingering/position chart to locate an alternate fingering/position.	9.1AC	5
	3. Use a fingering chart to locate a trill fingering.	9.1AC	5
	4. Use alternate fingerings to perform selected notes: a. saxophone ‘fork’ high F & E (above the staff)	9.1ABC	2,5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: I. MUSIC READING	SUBSTRAND: 3. SYMBOLS & TERMS

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • KEY SIGNATURES • SYMBOLS • DYNAMICS 	<p><i>The student will:</i></p> <p>1. Name the major or relative minor keys as indicated by the key signature.</p>	9.1AC	5
	2. Apply major or relative minor key signatures in performing.	9.1ABC	2,5
	3. Identify, define and perform the musical symbols and terms as written within the selected repertoire.	9.1ABC	2,5
	4. Identify, define and perform dynamics as written within the selected repertoire.	9.1ABC	2,5
	5. Perform changes in dynamics evenly through varying lengths of notes.	9.1ABC	2,5
	6. Perform dynamics as implied by the style of the repertoire.	9.1ABC	2,5
	7. Adjust written dynamic levels as implied by the texture and balance considerations within the ensemble.	9.1ABC 9.4	2,5,6

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 1. INSTRUMENT CARE & PRACTICE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none">• CARE	<i>The student will:</i> 1. Use instrument care accessories to maintain the instrument.	9.1H	2
<ul style="list-style-type: none">• PRACTICE	2. Use the recommended routine for independent practice.	9.1G 9.3AD	2

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 2. PATTERNS

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• MELODIC & HARMONIC PATTERNS	<i>The student will:</i>		
	1. Perform the concert Gb, Cb, D, A, E, B, F#, C# major scales as an ensemble as applicable to each instrument.	9.1ABC	2,5
	2. Perform all major scales as an individual player.	9.1ABC	2,5
	3. Perform fundamental melodic patterns in all concert keys: a. up & down 5 (1-2-3-4-5-4-3-2-1) b. relative & parallel minor scales for each (natural, harmonic & melodic) c. thirds (full octave) d. arpeggio sequence: major triad, major seventh, dominant seventh, minor triad, minor seventh e. tonic, subdominant & dominant chord progressions f. diminished & augmented triad arpeggios g. diminished seventh chord arpeggios h. ninth chord arpeggios i. chord progressions	9.1ABC	2,5
	4. Perform the chromatic scale throughout the range for each instrument defined in the Individual Technique strand.	9.1ABC	2,5
5. Perform melodic and harmonic patterns as written within the selected repertoire.	9.1ABC	2,5	

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 3. TONE PRODUCTION & INTONATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • TONE PRODUCTION - WINDS • TONE PRODUCTION - PERCUSSION • INTONATION 	<i>The student will:</i>		
	1. Use proper breath support techniques to result in increased range, better tone quality, more power, better intonation throughout the range, and more control of phrasing, especially of long phrases	9.1ABC	2
	2. Perform a quality musical tone on any percussion instrument as written in the selected repertoire.	9.1ABC	2
	3. Independently adjust the tuning of the instrument by comparing the tuning note against a reference pitch and by using a tuner	9.1ABC 9.3A	2,6
	4. Independently recognize playing in tune, sharp or flat when matching within the section and the ensemble, and make the necessary adjustments as reinforced by the director.	9.1ABC 9.3A	2,6

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 3. TONE PRODUCTION & INTONATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• VIBRATO	<p><i>The student will:</i></p> <p>5. Adjust for intonation nuances that impact performing in tune:</p> <ul style="list-style-type: none"> a. wind instrument pitch tendencies throughout the practical range b. intervals c. interval awareness as related to overall melodic function d. interval awareness as related to overall harmonic function e. interval awareness as related to overall timpani tuning f. overall listening and compensating/adjusting in performance g. timpani – adjust intonation to the ensemble (not just relying on gauges) 	9.1ABC 9.3A	2,6
	<p>6. Identify vibrato as an expressive device used in wind instrument performance achieved by controlled pitch oscillation without tension (a variation of not more than a quarter tone above and below the center of the pitch) or controlled pitch intensity (diaphragm control/ ‘pushing’ of air).</p> <ul style="list-style-type: none"> a. TRUMPET/BARITONE/TUBA – jaw and/or hand in combination b. TROMBONE – slide (or some jaw) c. CLARINET/FRENCH HORN – none 	9.1ABCD	2
	<p>7. Perform a tone with vibrato as applicable to the instrument and as dictated by the style and written context within the selected repertoire.</p>	9.1BCD 9.4BD	2,6

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: II. INDIVIDUAL TECHNIQUE	SUBSTRAND: 4. ARTICULATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• ARTICULATIONS	<i>The student will:</i>		
	1. Perform notes with the articulations indicated as written within the selected repertoire.	9.1ABC	2,5
	2. Perform notes with articulation implied by the style of the selected repertoire.	9.1AB 9.4D	2,5,6
	3. Muffle timpani with the hand on rests or as dictated within the selected repertoire.	9.1AB	2,5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: III. ENSEMBLE TECHNIQUE	SUBSTRAND: 1. CONDUCTING

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• ENSEMBLE REHEARSAL & PERFORMANCE	<i>The student will:</i> 1. Respond to conducting patterns and gestures as written in or as interpreted within the selected repertoire. a. meter changes b. phrase shaping c. interpretation of attacks & releases d. interpretation of style & expression	9.1ABCG 9.4D	2,5

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: III. ENSEMBLE TECHNIQUE	SUBSTRAND: 2. BALANCE & BLEND

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • TEXTURE • BALANCE • BLEND 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Identify the role of his/her part within the texture at a given point within the selected repertoire: 2. Independently adjust the balance of the part being performed within the selected repertoire depending on a combination of musical context, written dynamics, instrumentation, and role within the texture. 3. Independently perform the part with blend within the section and ensemble, defining <i>blend</i> as matching intonation and tone quality within the section, family and ensemble as a whole. 	<p>9.1AC</p> <p>9.1AC 9.4D</p> <p>9.1ABC 9.4D</p>	<p>5,6</p> <p>2,5,6</p> <p>2,6</p>

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: III. ENSEMBLE TECHNIQUE	SUBSTRAND: 3. ETIQUETTE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • REHEARSAL ETIQUETTE • RESPONSIBILITY 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Actively participate in band rehearsals and concerts with the appropriate etiquette, including concert dress. 2. Meet the responsibilities associated with participating in the high school instrumental music program: <ol style="list-style-type: none"> a. bring the instrument, music folder, supplemental materials and band music to band rehearsals b. after rehearsals, put away instruments in the instrument storage room c. after rehearsals, put away the music folders in the folder cabinets d. after rehearsals, percussionists are to put away percussion instruments and cover the mallet instruments and timpani. e. attend formal concerts and other scheduled performances f. once a commitment is made to participate in an extra-curricular ensemble, attend scheduled rehearsals and performances with the instrument, music and materials 	<p>9.1GI</p> <p>9.1GI</p>	<p>2</p> <p>2</p>

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 1. PHRASING

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PHRASING	<i>The student will:</i>		
	1. Perform phrase shaping, including rise and fall, tapering and contour.	9.1ABC 9.4D	2,5,6
	2. Perform with control of intensity as related to pitch, direction, dynamics and expressive considerations.	9.1ABC 9.4D	2,5,6
	3. Perform with an awareness of the role of the phrase in context: antecedent, consequent or other.	9.1ABC 9.4BD	2,5,6

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 2. COMPOSITIONAL ELEMENTS

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• COMPOSITIONAL ELEMENTS	<i>The student will:</i> 1. Identify compositional elements: a. recapitulation b. cadenza c. using letters to label form structures (i.e. ABA) d. sonata allegro form e. inversion f. augmentation/diminution g. doubling h. as written in the selected repertoire	9.1AC	5,6
	2. Identify possible interdisciplinary connections from the compositional elements within the selected repertoire.	9.1ACDE	8

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 3. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • STYLE • EXPRESSION • REPERTOIRE 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Define and apply any style terms written in the selected repertoire in performance. 2. Perform expressively within the selected repertoire. 3. Rehearse, study and perform a variety of selected repertoire, including: <ol style="list-style-type: none"> a. standard original band repertoire b. transcriptions from classical repertoire, including sacred and secular c. patriotic and Americana d. music from other countries or cultures e. ballad or chorale f. Broadway, movie and TV g. jazz, blues, Dixieland and ragtime h. rock and pop(ular) i. music associated with holidays 	<p>9.1BCD 9.2C</p> <p>9.1BD 9.4BD</p> <p>9.1BDFG 9.2ABCDE FH 9.4BD</p>	<p>2,5,6</p> <p>2,5,6</p> <p>2,5,6,8.9</p>

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: INSTRUMENTAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 3. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • MUSIC HISTORY • AESTHETICS • CRITICISM <p>Assessments can be informal/observation/verbal or formal/written, ranging from simple to extensive-----i.e. using formal state or national organizations' evaluation forms.</p>	<p><i>The student will:</i></p> <p>4. Identify the significant aspects of the selected repertoire concerning its style, performance practices, composer, genre, historical period, historical and cultural contexts, and interdisciplinary connections.</p> <p>5. Identify the compositional approach to selected repertoire:</p> <ul style="list-style-type: none"> a. intrinsic/affective b. extrinsic/programmatic/cognitive <p>6. Assess the live or recorded performance, informal or formal, of the following with regard to any aspect of music reading, individual technique, ensemble technique and/or musicianship:</p> <ul style="list-style-type: none"> a. self b. other student instrumentalists c. his/her band d. other elementary level bands e. other bands f. other musical ensembles g. other music 	<p>9.1CDF 9.2ABCDE FGH 9.4BD</p> <p>9.1ABCDF 9.2ABCDE F 9.4BD</p> <p>9.1ACDFG 9.2ABCDF 9.3ADE 9.4BD</p>	<p>6,8,9</p> <p>2,6,8,9</p> <p>5,6,7,8,9</p>

**WEST ALLEGHENY SCHOOL DISTRICT
INSTRUMENTAL MUSIC CURRICULUM**

APPENDIX



**WEST ALLEGHENY
SCHOOL DISTRICT**

**VOCAL MUSIC
CURRICULUM**

5-12



West Allegheny School District VOCAL MUSIC CURRICULUM

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WEST ALLEGHENY INSTRUMENTAL & VOCAL MUSIC CURRICULUM PHILOSOPHY

The West Allegheny Instrumental and Vocal Music Curriculum reflects the philosophical orientation and instructional recommendations advocated by the National Association for Music Education (MENC) and the PA Music Educators Association (PMEA) and is aligned with the most current *National Standards for Arts Education* and the *PA Academic Standards for Arts & Humanities*.

Instrumental and vocal music instruction has as its foundation the academic study and performance of artistically and educationally valid repertoire in a variety of styles and from diverse historical periods. Students are able to learn musical concepts, develop musicianship skills and perform that repertoire expressively through the implementation of a sequential, comprehensive curriculum. Music as an art form in our culture provides an aesthetic or feelingful experience for the performer and listener. The higher the level of musical concepts and skills developed by the student, the more intense and comprehensive the artistic experience for both. This foundation also includes providing quality performance opportunities in a variety of contexts for individual students as well as small, medium and large ensembles.

Music is an active form of doing and knowing, a means of expression and communication that celebrates the human spirit. Music can be used to explore, question, define and develop a sense of self. Music education is a unifying force that embraces literacy, interdisciplinary connections and multicultural awareness. Students must be sensitized to the importance of past and present cultures---both their own and from throughout the world---to further solidify that foundation for lifelong participation, appreciation and enjoyment.

Musical concepts must be learned through a multi-modal teaching process that directs the content at the cognitive, kinesthetic and affective domains to develop aesthetic sensitivity and response. Engaging the aural, visual and physical senses simultaneously or sequentially maximizes comprehension. Instrumental and vocal music instruction also exercises linguistic, logical-mathematical and spatial modes of learning as its hands-on experiences reinforce ordering and retaining knowledge and higher-order thinking skills while applying both concrete and abstract concepts in performance. Music study enables students to better objectify the subjective while also fostering creativity. Technology infused throughout the music program provides students with opportunities to reinforce and apply musical concepts and skills.

Research continues to illuminate additional benefits of music study, including increased standardized test scores and brain development while enhancing and reinforcing knowledge gained in other subjects. Participating in the instrumental and/or vocal music programs enables a student to develop the self-discipline, work ethic, focus, responsibility and assertiveness that combine to make excellence possible within the individual, as well as the awareness, collaboration and goal-achieving skills that combine to make excellence possible as an ensemble. Developing these tangibles and intangibles will contribute to life-long success in the classroom and the workplace.

Instrumental and vocal music study is an essential part of every school curriculum. Each student must have the opportunity to participate in a music program taught by certified music specialists that reflects the continuing advances in music education while remaining relevant and integral to the ongoing cultural development of the West Allegheny community. The vision, design and implementation of the Instrumental and Vocal Music curricula provide comprehensive musical experiences for West Allegheny students that foster a lifetime association with music as an adult who sings and/or plays instruments at home and in the community, who attends live music performances, who is a discriminating listener of a variety of music, and who is an arts advocate and supporter of music education.

**WEST ALLEGHENY SCHOOL DISTRICT
VOCAL MUSIC CURRICULUM**

**ELEMENTARY LEVEL
GRADE 5**



	Vocal Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	Vocal Music: ELEMENTARY GRADE 5
	The following skills/concepts will be covered throughout the year.
Vocal Technique	<p>SUB-STRANDS</p> <p>1. TONE PRODUCTION</p> <ul style="list-style-type: none"> • posture, breathing and vocal timbres <p>2. DICTION</p> <ul style="list-style-type: none"> • elongated and short vowel sounds and consonants <p>3. VOCAL HEALTH</p> <ul style="list-style-type: none"> • characteristics and detriments
Choral Technique	<p>SUB-STRANDS</p> <p>1. BLEND AND INTONATION</p> <ul style="list-style-type: none"> • matching intonation, tone quality and diction, and singing in tune <p>2. BALANCE, DYNAMICS AND TEXTURE</p> <ul style="list-style-type: none"> • balance, forte and piano dynamics, and elements of musical texture <p>3. ARTICULATION, PHRASING AND DICTON</p> <ul style="list-style-type: none"> • legato, staccato and slurs, correct places to breathe, and clarity of text <p>4. ETIQUETTE</p> <ul style="list-style-type: none"> • fundamental responsibilities and behaviors in rehearsals and concerts
Music Reading	<p>SUB-STRANDS</p> <p>1. SIGHT SINGING AND EAR TRAINING</p> <ul style="list-style-type: none"> • melodic interval direction, vocalises with solfege, neutral syllables and text, tonal memory, steady beat, and melodic and rhythmic patterns <p>2. NOTATION AND VOCABULARY</p> <ul style="list-style-type: none"> • common basic notation symbols and terms
Musicianship	<p>SUB-STRANDS</p> <p>1. CONDUCTING AND EXPRESSION</p> <ul style="list-style-type: none"> • responding to fundamental conducting gestures, mood, emotions and feelings involved in the repertoire, and performing expressively <p>2. REPERTOIRE</p> <ul style="list-style-type: none"> • studying and performing music in a variety of styles, performance practice, music history, historical and cultural contexts, interdisciplinary connections, aesthetic aspects and criticism

WEST ALLEGHENY SCHOOL DISTRICT

Subject: VOCAL MUSIC

Grade Level: ELEMENTARY – GRADE 5



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- E. Themes in Art Forms
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- B. Define Criteria
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education (1994): MUSIC

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing and describing music.
- 7. Evaluating music and music performances.
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
- 9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in Chorus in fifth grade will have the opportunity to develop a comprehensive musical background through the academic study and performance of vocal music. Emphasis is placed upon developing basic musicianship concepts and skills as well as performing expressively in many styles of music.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Supplemental Materials
Chorus music

ASSESSMENTS:

Teacher Observation

TECHNOLOGY USED:

SmartMusic play-along software to accompany songs
Finale notation software
musictheory.net for note reading reinforcement

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: ELEMENTARY 5TH GRADE
STRAND: I. MUSIC READING	SUBSTRAND: 2. NOTATION & VOCABULARY

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• NOTATION & VOCABULARY	<i>The student will:</i> 1. Identify and apply notation symbols and vocabulary in music reading: a. staff b. treble clef c. time signature d. measure and bar line e. rehearsal numbers and letters f. repeat sign g. reading and following text h. vocal part vs. accompaniment i. unison j. verse, refrain and chorus k. letter names of the notes l. note and rest values	9.1BC	1,5

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: ELEMENTARY 5TH GRADE
STRAND: II. VOCAL TECHNIQUE	SUBSTRAND: 1. TONE PRODUCTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• TONE	<i>The student will:</i>		
	5. Identify the parts of the breathing apparatus: a. lungs b. diaphragm c. expansion and contraction	9.1ABC	1
	6. Differentiate among the vocal timbres of singing, talking and shouting.	9.1ABC	1
	7. Distinguish between the head voice and the chest voice.	9.1ABC	1

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: ELEMENTARY 5TH GRADE
STRAND: II. VOCAL TECHNIQUE	SUBSTRAND: 2. DICTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• DICTION	<i>The student will:</i>		
	1. Distinguish between vowels and consonants.	9.1ABC	1
	2. Demonstrate elongated vowel sounds when singing as compared to short vowel sounds when speaking.	9.1ABC	1

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: ELEMENTARY 5TH GRADE
STRAND: III. CHORAL TECHNIQUE	SUBSTRAND: 1. BLEND & INTONATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none">• BLEND	<p><i>The student will:</i></p> <p>1. Demonstrate blend within the ensemble as dictated by the selected repertoire. (Defining ‘blend’ as matching intonation, tone quality and diction.)</p>	9.1ABC	1,6
<ul style="list-style-type: none">• INTONATION	<p>2. Identify when a pitch sung with piano accompaniment is in tune or out of tune.</p> <p>3. Perform in tune: a. vocalises b. a cappella (unaccompanied) c. with the accompaniment</p>	9.1ABC	1,6

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: ELEMENTARY 5TH GRADE
STRAND: III. CHORAL TECHNIQUE	SUBSTRAND: 2. BALANCE, DYNAMICS & TEXTURE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • BALANCE • DYNAMICS • TEXTURE 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Identify and demonstrate balance within the ensemble as dictated by the selected repertoire 2. Identify and demonstrate singing at dynamic levels: <ol style="list-style-type: none"> a. forte b. piano 3. Identify and demonstrate elements of musical texture and form: <ol style="list-style-type: none"> a. melody b. piano accompaniment c. other accompaniments d. partner songs e. call and response f. rounds and canons 	<p>9.1ABC</p> <p>9.1ABC</p> <p>9.1BC</p>	<p>1,6</p> <p>1</p> <p>1</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: ELEMENTARY 5TH GRADE
STRAND: III. CHORAL TECHNIQUE	SUBSTRAND: 3. ARTICULATION, PHRASING & DICTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • ARTICULATION • PHRASING • DICTION 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Demonstrate articulation as written within the selected repertoire: <ol style="list-style-type: none"> a. legato b. staccato c. slurs 2. Identify correct places to breathe: <ol style="list-style-type: none"> a. at a comma or period in the text b. at a written breath mark c. at a rest d. not between the syllables within a word 3. Demonstrate clarity of text. 	<p>9.1ABC</p> <p>9.1ABC 9.4D</p> <p>9.1ABC</p>	<p>1</p> <p>1,6</p> <p>1</p>

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: ELEMENTARY 5TH GRADE
STRAND: III. CHORAL TECHNIQUE	SUBSTRAND: 4. ETIQUETTE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• ETIQUETTE	<i>The student will:</i> 1. Identify and demonstrate the behaviors involved in proper rehearsal and concert etiquette: a. posture b. no talking during songs (between songs in a performance) c. no gum d. paying attention to the director e. appropriate overall conduct f. accepting constructive criticism g. focus	9.1GI	1
	2. Identify and demonstrate responsibilities associated with being a member of a performing ensemble: a. importance of attending scheduled after-school rehearsals and performances b. care of music and folders	9.1GI	1

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: ELEMENTARY 5TH GRADE
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 2. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • STYLE 	<p><i>The student will:</i></p> <p>1. Rehearse, study and perform a variety of selected repertoire, including:</p> <ul style="list-style-type: none"> a. holiday b. patriotic and American folk c. world music d. Broadway, movie, TV, jazz, blues, rock and pop(ular) 	<p>9.1BDFG 9.2ABCDE FH 9.4BD</p>	<p>1,5,6</p>
<ul style="list-style-type: none"> • MUSIC HISTORY 	<p>2. Identify the significant aspects of the selected repertoire concerning its style, performance practices, composer, genre, historical period, historical and cultural contexts, and interdisciplinary connections.</p>	<p>9.1CDF 9.2ABCDE F 9.4BD</p>	<p>1,5,6,8,9</p>
<ul style="list-style-type: none"> • AESTHETICS 	<p>3. Recognize factors that can contribute to an aesthetic or feelingful experience:</p> <ul style="list-style-type: none"> a. interpretation of text b. personal experience c. composer's intent d. historical and cultural context e. performance context f. intrinsic/affective as compared to extrinsic/programmatic/cognitive 	<p>9.1ABCDF 9.2ABCDE F 9.4BD</p>	<p>1,6,8,9</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

Page 218

COURSE: VOCAL MUSIC	GRADE/CLASS: ELEMENTARY 5TH GRADE
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 2. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<p>• CRITICISM</p>	<p><i>The student will:</i></p> <p>4. Assess the live or recorded performance, informal or formal, of the following with regard to any aspect of vocal technique, choral technique, music reading and/or musicianship:</p> <ul style="list-style-type: none"> a. self b. other student instrumentalists c. his/her chorus d. other elementary level choruses e. other choruses f. other musical ensembles g. other music <p>(Assessments can be informal/observation/verbal or formal/written, ranging from simple to complex. See Appendix for samples.)</p>	<p>9.1ACDFG 9.2ABCDF 9.3ADE 9.4BD</p>	<p>5,6,7,8,9</p>

**WEST ALLEGHENY SCHOOL DISTRICT
VOCAL MUSIC CURRICULUM**

**MIDDLE SCHOOL LEVEL
GRADES 6-8**



	Vocal Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	Vocal Music: MIDDLE SCHOOL GRADES 6-8
	The following skills/concepts will be covered throughout the year.
Vocal Technique	<p>SUB-STRANDS</p> <p>1. TONE PRODUCTION</p> <ul style="list-style-type: none"> • posture, breathing, vocal registers, changing voice, voice parts, range, tessitura and resonance <p>2. DICTION</p> <ul style="list-style-type: none"> • open vowels, diphthongs, voiced and voiceless consonants <p>3. VOCAL HEALTH</p> <ul style="list-style-type: none"> • more detriments
Choral Technique	<p>SUB-STRANDS</p> <p>1. BLEND AND INTONATION</p> <ul style="list-style-type: none"> • matching intonation, tone quality and diction, and singing in tune both a cappella and when accompanied <p>2. BALANCE, DYNAMICS AND TEXTURE</p> <ul style="list-style-type: none"> • balance, dynamic levels, changes in dynamics, and more elements of musical texture <p>3. ARTICULATION, PHRASING AND DICTION</p> <ul style="list-style-type: none"> • accents, phrase shaping, staggered breathing and enunciation <p>4. ETIQUETTE</p> <ul style="list-style-type: none"> • demonstrating responsibilities and behaviors in rehearsals and concerts
Music Reading	<p>SUB-STRANDS</p> <p>1. SIGHT SINGING AND EAR TRAINING</p> <ul style="list-style-type: none"> • read, audiate and perform exercises and repertoire that includes melodic interval direction, major and minor melodic patterns, off-beats and syncopation, more rhythmic patterns, and common harmonic patterns <p>2. NOTATION AND VOCABULARY</p> <ul style="list-style-type: none"> • more common basic notation symbols and terms
Musicianship	<p>SUB-STRANDS</p> <p>1. CONDUCTING AND EXPRESSION</p> <ul style="list-style-type: none"> • responding to conducting patterns and gestures, including meter, dynamics and fermata, and performing expressively <p>2. REPERTOIRE</p> <ul style="list-style-type: none"> • studying and performing music in a variety of styles, style terms, performance practice, music history, historical and cultural contexts, interdisciplinary connections, aesthetic aspects and criticism

WEST ALLEGHENY SCHOOL DISTRICT

Subject: VOCAL MUSIC

Grade Level: MIDDLE SCHOOL – GRADES 6-8



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- E. Themes in Art Forms
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- B. Define Criteria
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education (1994): MUSIC

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing and describing music.
- 7. Evaluating music and music performances.
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
- 9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in Chorus in sixth, seventh and eighth grades will have the opportunity to develop a comprehensive musical background through the academic study and performance of vocal music. Emphasis is placed upon developing basic musicianship concepts and skills as well as performing expressively in many styles of music.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Supplemental Materials
Chorus music

ASSESSMENTS:

Teacher Observation
Written Assignments
Singing Evaluations

TECHNOLOGY USED:

SmartMusic play-along software to accompany songs
Finale notation software
musictheory.net for note reading reinforcement
Supplemental software
Online resources

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: I. MUSIC READING	SUBSTRAND: 1. SIGHT SINGING & EAR TRAINING

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • MELODIC • RHYTHMIC • HARMONIC 	<i>The student will:</i>		
	1. Read and perform melodic interval patterns aurally and visually from hand symbols and notation. (See Appendix for suggested patterns.)	9.1ABC	1,5
	2. Read, audiate and perform common major and minor melodic patterns using movable do and la-based minor. (See Appendix for suggested parameters.)	9.1ABC	1,5
	3. Identify and demonstrate macrobeat and microbeat.	9.1ABC	1
	4. Read, audiate and perform common rhythmic patterns.	9.1ABC	1,5
	5. Identify and demonstrate off-beats and syncopation	9.1ABC	1
6. Read, audiate and perform common harmonic patterns: <ul style="list-style-type: none"> a. chords in progression b. major vs. minor c. simple two-part exercises (See Appendix for suggested patterns.)	9.1ABC	1,5	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: I. MUSIC READING	SUBSTRAND: 2. NOTATION & VOCABULARY

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• NOTATION & VOCABULARY	<p><i>The student will:</i></p> <ol style="list-style-type: none">1. Identify and apply notation symbols and vocabulary in music reading:<ol style="list-style-type: none">a. location of key signatureb. first/second endings, coda, D.S. al coda, D.C. al codac. introductiond. SATB parts in the musice. bass clef and letter names of the notes (lines and spaces) in bass cleff. fermatag. identify ‘do’ as indicated by the key signatureh. leger linesi. accidentals (flat, sharp and natural)j. systemk. grand staff	9.1BC	1,5

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: II. VOCAL TECHNIQUE	SUBSTRAND: 1. TONE PRODUCTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • POSTURE • BREATHING 	<p><i>The student will:</i></p> <p>1. Perform with the proper posture when both standing and sitting.</p>	9.1ABC	1
	<p>2. Demonstrate proper breath control, including inhalation, suspension and exhalation at various speeds.</p>	9.1ABC	1
	<p>3. Describe and demonstrate the parts of the breathing apparatus:</p> <ul style="list-style-type: none"> a. lungs b. diaphragm c. expansion and contraction d. sternum 	9.1ABC	1
	<p>4. Identify and demonstrate projection as an outcome of breath support.</p>	9.1ABC	1
	<p>4. Identify and demonstrate a ‘catch breath’ as the quick, partial-capacity breath taken when the demands of the music do not permit a full, normal breath.</p>	9.1ABC	1
	<p>5. Identify and demonstrate vibrato as the expressive device in singing.</p>	9.1ABC 9.4D	1,6

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: II. VOCAL TECHNIQUE	SUBSTRAND: 1. TONE PRODUCTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• TONE	<p><i>The student will:</i></p> <p>6. Demonstrate singing in vocal registers: chest, middle and head</p> <p>7. Describe and demonstrate the elements of tone production:</p> <ul style="list-style-type: none">a. vocal foldsb. soft palatec. tongue placement <p>8. Identify the timbre and characteristics of the changing female singing voice:</p> <ul style="list-style-type: none">a. breathy tendenciesb. vocal folds are central to tone production and are the last muscles in the body to develop (As with any muscle, do not force or strain in order to avoid damage.)c. voice is constantly changing (Strive for flexibility to sing different parts.)	<p>9.1ABC</p> <p>9.1ABC</p> <p>9.1ABC</p>	<p>1</p> <p>1</p> <p>1</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: II. VOCAL TECHNIQUE	SUBSTRAND: 1. TONE PRODUCTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<i>The student will:</i> 12. Describe and demonstrate resonance: a. nasal b. throat c. mouth	9.1ABC	1

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: II. VOCAL TECHNIQUE	SUBSTRAND: 2. DICTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• DICTION	<i>The student will:</i>		
	1. Identify and demonstrate open vowels and diphthongs. (Refer to the list of <i>International Phonetic Symbols</i> in the Glossary.)	9.1ABC	1
	2. Identify and demonstrate voiced and voiceless consonants. (Refer to the list of <i>International Phonetic Symbols</i> in the Glossary.)	9.1ABC	1
	3. Demonstrate proper phonetic sounds when singing in a given world language.	9.1ABCF	1,9

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: II. VOCAL TECHNIQUE	SUBSTRAND: 3. VOCAL HEALTH

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• BEST PRACTICES	<i>The student will:</i> 1. Identify detriments to good vocal health: a. caffeine b. nodules c. menthol cough drops d. nicotine, alcohol and drugs	9.1GH	1
	2. Identify outcomes to poor vocal health: a. vocal fatigue (overuse) b. vocal strain (improper use)	9.1GH	1

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: III. CHORAL TECHNIQUE	SUBSTRAND: 2. BALANCE, DYNAMICS & TEXTURE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • BALANCE • DYNAMICS • TEXTURE 	<i>The student will:</i>		
	1. Identify and perform balance within the ensemble as dictated by the selected repertoire	9.1ABC	1,6
	2. Recognize balance or lack of balance within the ensemble.	9.1ABC	1,6
	3. Identify and demonstrate changes in dynamic levels: <ul style="list-style-type: none"> a. crescendo b. decrescendo 	9.1ABC	1
	4. Identify and demonstrate dynamic levels: <ul style="list-style-type: none"> a. mezzo forte and mezzo piano b. pianissimo and fortissimo 	9.1ABC	1
5. Identify and perform elements of musical texture and form: <ul style="list-style-type: none"> a. melody as the predominant part b. harmony c. descant and countermelody d. ostinato e. a cappella 	9.1C	1	

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: III. CHORAL TECHNIQUE	SUBSTRAND: 3. ARTICULATION, PHRASING & DICTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • ARTICULATION • PHRASING • DICTION 	<i>The student will:</i>		
	1. Identify and demonstrate articulations: <ul style="list-style-type: none"> a. staccato as short and detached b. legato as smooth and connected c. accent as stress or emphasis 	9.1ABC	1
	2. Identify a phrase as a musical sentence.	9.1C	1
	3. Demonstrate correct places to breathe given the concept of a phrase along with the implications of the text.	9.1ABC 9.4D	1,6
	4. Identify and demonstrate phrase shaping.	9.1ABC 9.4D	1,6
	5. Identify and demonstrate staggered breathing as individuals within a part, section or the chorus taking a breath at different times as dictated by the repertoire.	9.1BC	1
6. Identify and demonstrate the correct diction and enunciation within the text.	9.1ABC	1	

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: III. CHORAL TECHNIQUE	SUBSTRAND: 4. ETIQUETTE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• ETIQUETTE	<i>The student will:</i>		
	1. Demonstrate the behaviors involved in proper rehearsal and concert etiquette.	9.1GI	1
	2. Demonstrate responsibilities associated with being a member of a performing ensemble.	9.1GI	1

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 1. CONDUCTING & EXPRESSION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• CONDUCTING	<i>The student will:</i>		
	1. Identify and respond to conducting patterns and gestures: a. common duple and triple meters within the selected repertoire b. dynamic levels and changes c. tempo changes d. pick-up notes e. fermata	9.1BC	1,5
	• EXPRESSION	2. Identify and demonstrate the overall mood, emotions or feelings involved in the selected repertoire. 3. Perform expressively, vocally and physically, within the selected repertoire.	9.1BD 9.4D 9.1BD 9.4BD

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 2. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• STYLE	<p><i>The student will:</i></p> <p>1. Rehearse, study and perform a variety of selected repertoire, including:</p> <ul style="list-style-type: none"> a. holiday b. standard original choral repertoire c. classical transcription d. patriotic and American folk e. world music f. jazz, blues and spiritual g. Broadway, movie, TV, rock and pop(ular) 	<p>9.1BDFG 9.2ABCDE FH 9.4BD</p>	1,5,6,8,9
	2. Define and apply any style terms written in the selected repertoire in performance.	<p>9.1BCD 9.2C</p>	1,5,6
• MUSIC HISTORY	3. Identify the significant aspects of the selected repertoire concerning its style, performance practices, composer, genre, historical period, historical and cultural contexts, and interdisciplinary connections.	<p>9.1CDF 9.2ABCDE FH 9.4BD</p>	6,8,9

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: MIDDLE SCHOOL 6-8
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 2. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • AESTHETICS 	<p><i>The student will:</i></p> <p>4. Identify the compositional approach to selected repertoire:</p> <ul style="list-style-type: none"> a. interpretation of text b. personal experience c. composer’s intent d. historical and cultural context e. performance context f. intrinsic/affective as compared to extrinsic/programmatic/cognitive 	<p>9.1ABCDF 9.2ABCDE F 9.4BD</p>	<p>1,6,8,9</p>
<ul style="list-style-type: none"> • CRITICISM 	<p>5. Assess the live or recorded performance, informal or formal, of the following with regard to any aspect of vocal technique, choral technique, music reading and/or musicianship:</p> <ul style="list-style-type: none"> a. self b. other student instrumentalists c. his/her chorus d. other middle school level choruses e. other choruses f. other musical ensembles g. other music <p>(Assessments can be informal/observation/verbal or formal/written, ranging from simple to complex. See Appendix for samples.)</p>	<p>9.1ACDFG 9.2ABCDF 9.3ADE 9.4BD</p>	<p>5,6,7,8,9</p>

**WEST ALLEGHENY SCHOOL DISTRICT
VOCAL MUSIC CURRICULUM**

**HIGH SCHOOL LEVEL
GRADES 9-12**



	Vocal Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	Vocal Music: HIGH SCHOOL GRADES 9-12
	The following skills/concepts will be covered throughout the year.
Vocal Technique	<p>SUB-STRANDS</p> <p>1. TONE PRODUCTION</p> <ul style="list-style-type: none"> • posture, breathing, vibrato, voice parts, range and tessitura <p>2. DICTION</p> <ul style="list-style-type: none"> • open and closed vowels, voiced and voiceless consonants, and diphthongs <p>3. VOCAL HEALTH</p> <ul style="list-style-type: none"> • outcomes, myths and strategies for due care
Choral Technique	<p>SUB-STRANDS</p> <p>1. BLEND AND INTONATION</p> <ul style="list-style-type: none"> • adjusting blend as necessary and singing in tune both a cappella and when accompanied <p>2. BALANCE, DYNAMICS AND TEXTURE</p> <ul style="list-style-type: none"> • adjusting balance, as necessary, more dynamic levels, changes in dynamics, and more elements of musical texture <p>3. ARTICULATION, PHRASING AND DICTION</p> <ul style="list-style-type: none"> • tenuto and marcato, role of the phrase, enunciation and glottal stop <p>4. ETIQUETTE</p> <ul style="list-style-type: none"> • applying responsibilities & behaviors in rehearsals and concerts
Music Reading	<p>SUB-STRANDS</p> <p>1. SIGHT SINGING AND EAR TRAINING</p> <ul style="list-style-type: none"> • read, audiate and perform exercises and repertoire that includes melodic intervals, melodic devices, more rhythmic and harmonic patterns; rubato, and identify key <p>2. NOTATION AND VOCABULARY</p> <ul style="list-style-type: none"> • more notation symbols and terms, including double choir parts, divisi and triple divisi, and alternate notation
Musicianship	<p>SUB-STRANDS</p> <p>1. CONDUCTING AND EXPRESSION</p> <ul style="list-style-type: none"> • responding to conducting patterns and gestures, including phrase shaping, interpretation of style and expression, and performing expressively <p>2. REPERTOIRE</p> <ul style="list-style-type: none"> • studying and performing music in a variety of styles, style terms, performance practice, music history, historical and cultural contexts, choral forms, interdisciplinary connections, aesthetic aspects and criticism

WEST ALLEGHENY SCHOOL DISTRICT

Subject: VOCAL MUSIC

Grade Level: HIGH SCHOOL – GRADES 9-12



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- E. Themes in Art Forms
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- B. Define Criteria
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education (1994): MUSIC

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing and describing music.
- 7. Evaluating music and music performances.
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
- 9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in Chorus in ninth, tenth, eleventh and twelfth grades will have the opportunity to develop a comprehensive musical background through the academic study and performance of vocal music. Emphasis is placed upon developing basic musicianship concepts and skills as well as performing expressively in many styles of music.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Supplemental Materials
Chorus music

ASSESSMENTS:

Teacher Observation
Singing Evaluations

TECHNOLOGY USED:

SmartMusic play-along software to accompany songs
Finale notation software
musictheory.net for note reading reinforcement
Supplemental software
Online resources

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: I. MUSIC READING	SUBSTRAND: 1. SIGHT SINGING & EAR TRAINING

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • MELODIC 	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Read, audiate and perform common melodic patterns using solfege syllables: <ol style="list-style-type: none"> a. major b. minor c. modal d. chromatic 2. Read, audiate and perform the selected repertoire from the music notation. 3. Identify, read and perform melodic intervals, ascending and descending, as written in the selected repertoire: 4. Identify and perform melodic devices: <ol style="list-style-type: none"> a. imitation b. sequence c. augmentation & diminution 	<p>9.1ABC</p> <p>9.1ABC</p> <p>9.1ABC</p>	<p>1,5</p> <p>1,5</p> <p>1,5</p>

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: I. MUSIC READING	SUBSTRAND: 1. SIGHT SINGING & EAR TRAINING

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• RHYTHMIC	<i>The student will:</i>		
	5. Read, audiate and perform rhythm patterns as written within the selected repertoire.	9.1ABC	1,5
	6. Identify and perform rubato as written within the selected repertoire.	9.1BC	1,5
• HARMONIC	7. Read, audiate and perform common harmonic patterns: a. common chord progressions (i.e. V-I, I-IV, IV-I) b. cadences c. harmonic sequences d. nonharmonic tones e. suspensions (See Appendix for suggested patterns.)	9.1ABC	1,5

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: I. MUSIC READING	SUBSTRAND: 2. NOTATION & VOCABULARY

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• NOTATION & VOCABULARY	<i>The student will:</i> 1. Identify and apply notation symbols and vocabulary in music reading as written within the selected repertoire. a. double choir parts b. divisi and triple divisi c. alternate notation	9.1BC	1,5
	2. Identify the key of the selected repertoire.	9.1ABC	1,5

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: II. VOCAL TECHNIQUE	SUBSTRAND: 1. TONE PRODUCTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • POSTURE • BREATHING • TONE 	<i>The student will:</i> 1. Perform with the proper posture while standing and sitting.	9.1ABC	1
	2. Perform with the proper breath support, breath control and type of breathing as dictated by the selected repertoire.	9.1ABC	1
	3. Perform with vibrato as an expressive device in singing achieved by controlled pitch oscillation, a variation of not more than a quarter tone around the center of the pitch, without tension.	9.1ABC 9.4D	1,6
	4. Differentiate among the unchanged voice (treble), the changing voice (male/female), and the changed voice (SATBB)	9.1C	1
	5. Identify his/her individual voice part, range and tessitura.	9.1ABC	1
	6. Identify falsetto as a register of the male voice.	9.1C	1
	7. Identify belting as a technique used by the female voice.	9.1ABC	1

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: II. VOCAL TECHNIQUE	SUBSTRAND: 2. DICTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• DICTION	<i>The student will:</i>		
	1. Perform open and closed vowels, voiced and voiceless consonants and diphthongs as written within the selected repertoire.	9.1ABC	1
	2. Perform voiced and voiceless consonants within the selected repertoire.	9.1ABC	1
	3. Perform proper phonetic sounds when singing in a given world language	9.1ABCF	1,9
	4. Demonstrate diphthongs within the selected repertoire properly by sustaining the first vowel sound.	9.1ABC	1

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: II. VOCAL TECHNIQUE	SUBSTRAND: 3. VOCAL HEALTH

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• BEST PRACTICES	<p><i>The student will:</i></p> <ol style="list-style-type: none"> 1. Identify detriments to good vocal health: <ol style="list-style-type: none"> a. excessive vomiting b. glottal attacks c. acid reflux 2. Identify outcomes of poor vocal health: <ol style="list-style-type: none"> a. nodules b. vocal fatigue c. vocal strain d. loss of voice 3. Identify myths concerning ‘quick fixes’ for the voice: <ol style="list-style-type: none"> a. lemons b. tea c. honey d. temperature of the water 	<p>9.1GH</p> <p>9.1GH</p> <p>9.1GH</p>	<p>1</p> <p>1</p> <p>1</p>

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: III. CHORAL TECHNIQUE	SUBSTRAND: 1. BLEND & INTONATION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• BLEND	<i>The student will:</i>		
	1. Recognize blend or lack of blend and adjust as necessary among individual voices, among parts and within the chorus as a whole.	9.1ABC	1,6
	2. Perform with blend with regard to the overall style and conductor's interpretation of the selected repertoire.	9.1ABC	1,6
	• INTONATION		
	3. Recognize when a pitch sung with piano accompaniment sharp, flat or in tune.	9.1ABC	1,6
	4. Perform vocalises and selected a cappella and accompanied repertoire in tune.	9.1ABC	1,6

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: III. CHORAL TECHNIQUE	SUBSTRAND: 2. BALANCE, DYNAMICS & TEXTURE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • BALANCE • DYNAMICS • TEXTURE 	<i>The student will:</i>		
	1. Recognize balance or lack of balance and adjust as necessary among individual voices, among parts and within the chorus as a whole.	9.1ABC	1,6
	2. Perform with balance with regard to the overall style and conductor's interpretation of the selected repertoire.	9.1ABC	1,6
	3. Perform dynamic levels and changes in dynamic levels: <ul style="list-style-type: none"> a. fff and ppp b. sforzando c. forte piano 	9.1ABC	1
	4. Identify the eight voice parts: SS, AA, TT, Baritone and Bass.	9.1BC	1
5. Identify and perform elements of musical texture: <ul style="list-style-type: none"> a. double chorus b. divisi c. polyphonic/polyphony 	9.1BC	1	

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: III. CHORAL TECHNIQUE	SUBSTRAND: 3. ARTICULATION, PHRASING & DICTION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • ARTICULATION • PHRASING • DICTION 	<i>The student will:</i>		
	1. Identify and demonstrate articulation: <ul style="list-style-type: none"> a. tenuto - b. full accent - > c. marcato as separated and stressed 	9.1ABC	1
	2. Identify the role of the phrase: <ul style="list-style-type: none"> a. within the context of the music itself b. with regard to what it precedes and follows c. form considerations d. expressive considerations 	9.1ABC 9.4D	1,6
	3. Apply proper diction and enunciation in performing vocalises and selected repertoire.	9.1ABC	1
	4. Identify and perform a glottal stop when dictated within the selected repertoire.	9.1BC	1

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: III. CHORAL TECHNIQUE	SUBSTRAND: 4. ETIQUETTE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• ETIQUETTE	<i>The student will:</i> 1. Consistently apply the behaviors involved in proper rehearsal and concert etiquette.	9.1GI	1
	2. Consistently fulfill the responsibilities associated with being a member of a performing ensemble.	9.1GI	1

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 1. CONDUCTING & EXPRESSION

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• CONDUCTING	<i>The student will:</i> 1. Identify and respond to conducting patterns and gestures: a. simple and compound meters within the selected repertoire b. meter changes c. phrase shaping d. interpretation of entrances and releases e. interpretation of style and expression by the conductor f. adapting to different conductors	9.1BC	1,5,6
• EXPRESSION	3. Perform expressively, vocally and physically, within the selected repertoire.	9.1BD 9.4D	1,5,6

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 2. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• STYLE	<p><i>The student will:</i></p> <p>1. Rehearse, study and perform a variety of selected repertoire, including:</p> <ul style="list-style-type: none"> a. holiday b. standard original choral repertoire, both sacred and secular c. classical transcription d. patriotic and American folk d. world music e. jazz, blues, spiritual and gospel f. Broadway, movie, TV, rock and pop(ular) 	<p>9.1BDFG 9.2ABCDE FH 9.4BD</p>	1,5,6,8,9
	2. Define and apply any style terms written in the selected repertoire in performance.	<p>9.1BCD 9.2C</p>	1,5,6
• MUSIC HISTORY	3. Identify the significant aspects of the selected repertoire concerning its style, performance practices, composer, genre, historical period, historical and cultural contexts, and interdisciplinary connections.	<p>9.1CDF 9.2ABCDE FH 9.4BD</p>	6,8,9

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 2. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<p><i>The student will:</i></p> <p>4. Identifying the historical periods of the selected repertoire with regard to style:</p> <ul style="list-style-type: none"> a. Ancient/Medieval b. Renaissance c. Baroque d. Classical e. Romantic f. Modern: twentieth-century through avante-garde <p>5. Identify common choral forms within the selected repertoire:</p> <ul style="list-style-type: none"> a. mass b. madrigal c. oratorio d. anthem e. opera f. motet g. madrigal 	<p>9.1CDF 9.2ABCDE FH 9.4BD</p> <p>9.1CDF 9.2ABCDE FH 9.4BD</p>	<p>6,9</p> <p>6,9</p>

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: VOCAL MUSIC	GRADE/CLASS: HIGH SCHOOL 9-12
STRAND: IV. MUSICIANSHIP	SUBSTRAND: 2. REPERTOIRE

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • AESTHETICS 	<p><i>The student will:</i></p> <p>6. Identify the compositional approach to selected repertoire:</p> <ul style="list-style-type: none"> a. interpretation of text b. personal experience c. composer's intent d. historical and cultural context e. performance context f. intrinsic/affective as compared to extrinsic/programmatic/cognitive 	<p>9.1ABCDF 9.2ABCDE F 9.4BD</p>	<p>1,6,8,9</p>
<ul style="list-style-type: none"> • CRITICISM 	<p>7. Assess the live or recorded performance, informal or formal, of the following with regard to any aspect of vocal technique, choral technique, music reading and/or musicianship:</p> <ul style="list-style-type: none"> a. self b. other student instrumentalists c. his/her chorus d. other high school level choruses e. other choruses f. other musical ensembles g. other music <p>(Assessments can be informal/observation/verbal or formal/written, ranging from simple to complex. See Appendix for samples.)</p>	<p>9.1ACDFG 9.2ABCDF 9.3ADE 9.4BD</p>	<p>5,6,7,8,9</p>

WEST ALLEGHENY SCHOOL DISTRICT VOCAL MUSIC CURRICULUM

APPENDIX



**WEST ALLEGHENY
SCHOOL DISTRICT**

**MUSIC COMPOSITION
CURRICULUM**

HIGH SCHOOL



**West Allegheny School District
MUSIC COMPOSITION CURRICULUM**

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WEST ALLEGHENY MUSIC COMPOSITION CURRICULUM PHILOSOPHY

The West Allegheny Music Composition Curriculum reflects the philosophical orientation and instructional recommendations advocated by the National Association for Music Education (MENC) and the PA Music Educators Association (PMEA) and is aligned with the most current *National Standards for Arts Education* and the *PA Academic Standards for Arts & Humanities*.

Music is an active form of doing and knowing, a means of expression and communication that celebrates the human spirit. Music can be used to explore, question, define and develop a sense of self. Music education is a unifying force that embraces literacy, interdisciplinary connections and multicultural awareness. Students must be sensitized to the importance of past and present cultures---both their own and from throughout the world---- as well as the role of the arts in those cultures, to further solidify that foundation for lifelong participation, appreciation and enjoyment.

Music theory concepts must be learned through a multi-modal teaching process that directs the content at the cognitive, kinesthetic and affective domains to develop aesthetic sensitivity and response. Engaging the aural, visual and physical senses simultaneously or sequentially maximizes comprehension. Music instruction also exercises linguistic, logical-mathematical and spatial modes of learning as its hands-on experiences reinforce ordering and retaining knowledge and higher-order thinking skills while applying both concrete and abstract concepts in composing. Music study enables students to better objectify the subjective when possible while also fostering creativity. Technology infused throughout the music program provides students with opportunities to reinforce and apply musical concepts and skills to the creative processes involved in composing and arranging.

Research continues to illuminate additional benefits of music study, including increased standardized test scores and brain development while enhancing and reinforcing knowledge gained in other subjects. Participating in the music program enables a student to develop the self-discipline, work ethic, focus, responsibility and assertiveness that combine to make excellence possible within the individual, as well as the awareness, collaboration and goal-achieving skills that combine to make excellence possible as a musical ensemble. Developing these tangibles and intangibles will contribute to life-long success in the classroom and the workplace.

Music study is an essential part of every school curriculum. Each student must have the opportunity to participate in a music program taught by certified music specialists that reflects the continuing advances in music education while remaining relevant and integral to the ongoing cultural development of the West Allegheny community. The vision, design and implementation of the music curricula provide comprehensive musical experiences for West Allegheny students that foster a lifetime association with music as an adult who sings and/or plays instruments at home and in the community, who attends live music performances, who is a discriminating listener of a variety of music, and who is an arts advocate and supporter of music education.

**WEST ALLEGHENY SCHOOL DISTRICT
MUSIC COMPOSITION CURRICULUM**

**HIGH SCHOOL LEVEL
GRADES 9-12**



	Music Skills/Concepts Addressed in Each Grade Level/Course
Strand	MUSIC COMPOSITION – HIGH SCHOOL
	The following skills/concepts will be covered throughout the year.
Theory	<p>Developing the aural, visual and performance aspects of each concept is essential for optimal understanding and application in composing:</p> <ol style="list-style-type: none"> 1. RHYTHM - comprehensive vocabulary and rhythm patterns 2. DYNAMICS - comprehensive vocabulary and accents 3. MELODY - comprehensive vocabulary, articulation, enharmonic equivalents, key signatures, diatonic and chromatic intervals, major and minor scales, and other scales and modes 4. HARMONY - comprehensive vocabulary, triads and inversions, Roman numeral chord nomenclature, four-part chord progressions, seventh chords and inversions, non-harmonic tones, secondary dominants, modulation and chromatically-altered chords 5. TONE COLOR - timbre, range, tessitura and transpositions, as applicable, of the male and female singing voice, non-pitched and pitched percussion instruments, and woodwind and brass instruments
Creating	<p>Apply significant compositional elements to the following projects:</p> <ul style="list-style-type: none"> • RHYTHMIC <ul style="list-style-type: none"> - a one-part and a two-part rhythm piece for hands clapping - a three-part rhythm piece for non-pitched percussion instruments • MELODIC <ul style="list-style-type: none"> - simple melodies, and a polyphonic piece for two or three parts • HOMOPHONIC – VOICES <ul style="list-style-type: none"> - a four-part SATB vocal piece • HOMOPHONIC – PERCUSSION <ul style="list-style-type: none"> - a five-part piece for non-pitched percussion instruments - a seven-part piece for pitched and non-pitched percussion • HOMOPHONIC – BRASS <ul style="list-style-type: none"> - a five-part brass quintet piece • HOMOPHONIC – WOODWINDS <ul style="list-style-type: none"> - a five-part woodwind ensemble piece
History	<p>Significant characteristics of music from the following periods of music history, also focusing on the music within the overall historical and cultural contexts: Music in Antiquity, Renaissance, Baroque, Classical, Romantic and Modern</p>
Responding	<ul style="list-style-type: none"> • LISTENING <ul style="list-style-type: none"> - describe music using appropriate musical vocabulary • CRITICISM <ul style="list-style-type: none"> - evaluate classroom performances using prescribed criteria and citing evidence for judgment • AESTHETICS <ul style="list-style-type: none"> - describe aesthetic responses to music using appropriate musical vocabulary

WEST ALLEGHENY SCHOOL DISTRICT

Subject: MUSIC COMPOSITION

Grade Level: HIGH SCHOOL



ACADEMIC STANDARDS FOR MUSIC

ACADEMIC STANDARDS:

Pennsylvania Academic Standards for Arts & Humanities

9.1 Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts

- A. Elements & Principles in each Art Form
- B. Demonstration of Dance, Music, Theatre & Visual Arts
- C. Vocabulary within each Art Form
- D. Styles in Production, Performance & Exhibition
- E. Themes in Art Forms
- F. Historical & Cultural Production, Performance & Exhibition
- G. Function & Analysis of Rehearsals & Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances & Exhibitions
- J. Technologies in the Arts

9.2 Historical & Cultural Contexts

- A. Context of works in the Arts
- B. Chronology of works in the Arts
- C. Styles & Genres in the Arts
- D. Historical & Cultural Perspectives
- E. Historical & Cultural Impact on works in the Arts
- F. Vocabulary for Historical & Cultural Contexts
- G. Geographic Regions in the Arts
- H. PA Artists

9.3 Critical Response

- A. Critical Processes
- B. Define Criteria
- D. Vocabulary for Criticism
- E. Types of Analysis

9.4 Aesthetic Response

- B. Aesthetic Interpretation
- D. Artistic Choices

National Standards for Arts Education (1994): MUSIC

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing and describing music.
- 7. Evaluating music and music performances.
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
- 9. Understanding music in relation to history and culture

COURSE DESCRIPTION:

A student enrolled in Music Composition will have the opportunity to develop a comprehensive musical foundation through the academic study of the fundamentals of music theory applied to arranging existing music for different contexts as well as to original composition. Areas of music theory to be covered include rhythm, dynamics, melody, harmony, tone color, texture and form as well as orchestration and arranging for voices and woodwind, brass and percussion instruments. Emphasis is also placed upon developing creativity, informed listening skills, aesthetic perception and response, and an appreciation of historical and cultural contexts. Students planning to study music in any context after high school are strongly encouraged to enroll in this course.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Supplemental Materials

ASSESSMENTS:

Quizzes and Tests
Arranging and Composing Projects
Teacher Observation

TECHNOLOGY USED:

Finale
Web-Based Resources
Supplemental Software

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: I. THEORY	SUB-STRAND: 1. RHYTHM

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • VOCABULARY • PATTERNS 	<p><i>The student will:</i></p> <p>1. Identify and define a common rhythm vocabulary:</p> <ul style="list-style-type: none"> a. staff b. time signature (x/4, x/2, x/8, irregular, odd, simple vs. compound, etc.) c. measure, bar line and double bar line d. note and rest values e. beat f. tempo g. tie h. duration i. fermata 	9.1AC	5
	<p>2. Perform written rhythm patterns using counting and a common clapping technique.</p>	9.1AB	5,6
	<p>3. Aurally identify and notate rhythm patterns.</p>	9.1A	5,6

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: MUSIC COMPOSITION		LEVEL: HIGH SCHOOL	
STRAND: I. THEORY		SUB-STRAND: 1. RHYTHM	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• TEMPO	<i>The student will:</i> 4. Define and differentiate among tempo terminology: a. largo b. adagio c. andante d. moderato e. allegro f. vivace g. presto h. rubato i. ritardando and rallentando j. accelerando k. poco a poco and molto	9.1AC	5

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: I. THEORY	SUB-STRAND: 2. DYNAMICS

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • VOCABULARY 	<p><i>The student will:</i></p> <p>1. Define and differentiate among dynamics terminology:</p> <ul style="list-style-type: none"> a. pianissimo b. piano c. mezzo piano d. mezzo forte e. forte f. fortissimo g. additional p's & f's h. sforzando i. fp j. crescendo k. decrescendo and diminuendo 	9.1AC	5
<ul style="list-style-type: none"> • ACCENTS 	<p>2. Define and differentiate among accent (stress or emphasis) terminology:</p> <ul style="list-style-type: none"> a. tenuto - (mild or full value) b. accent > (full accent) c. marcato ^ 	9.1AC	5

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STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: I. THEORY	SUB-STRAND: 3. MELODY

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• VOCABULARY	<i>The student will:</i> 1. Identify and define a common melodic vocabulary: a. staff b. pitch c. clefs – lines and spaces in treble, bass and movable C clefs d. leger lines e. key signature f. contour – up, down, same g. intervals h. step, skip, repeat i. scale j. accidentals – sharp, flat, natural, double sharp, double flat k. caesura	9.1AC	5
	2. Identify and notate enharmonic equivalents.	9.1AC	5,6
• ARTICULATION	3. Define and differentiate among articulation terminology: a. staccato b. legato c. slur d. phrase e. breath mark	9.1AC	5

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: I. THEORY	SUB-STRAND: 3. MELODY

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• KEY SIGNATURES	<i>The student will:</i>		
	4. Visually identify and notate key signatures: a. all major b. all minor (relative, parallel)	9.1AC	5,6
	• INTERVALS		
	5. Aurally and visually identify and distinguish between a whole step and a half step.	9.1AC	5,6
	6. Aurally and visually identify and notate ascending diatonic melodic intervals sounded separately and perform them using solfege syllables: a. unison or prime b. perfect fifth c. perfect fourth d. octave e. major third f. major sixth g. major second h. major seventh	9.1ABC	5,6

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: I. THEORY	SUB-STRAND: 3. MELODY

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• SCALES	<p><i>The student will:</i></p> <p>9. Aurally and visually identify and notate descending chromatic melodic intervals sounded separately and perform them using solfege syllables:</p> <ul style="list-style-type: none"> a. minor second b. minor third c. augmented fourth or tritone d. minor sixth e. minor seventh 	9.1ABC	5,6
	10. Aurally and visually identify and notate major and relative and parallel minor scales and perform them using solfege syllables, comparing la-based and fixed-do based solfege.	9.1ABC	5,6
	11. Aurally and visually identify and notate natural, harmonic and melodic minor scales and perform them using solfege syllables, comparing la-based and fixed-do based solfege.	9.1ABC	5,6
	12. Aurally and visually identify and notate scale structures:	9.1AC	5,6
	<ul style="list-style-type: none"> a. chromatic b. pentatonic c. whole tone d. diatonic (octave) 		

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: I. THEORY	SUB-STRAND: 3. MELODY

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• PATTERNS	<i>The student will:</i> 13. Aurally and visually identify and notate modal scale structures: a. ionian (major) b. dorian c. phrygian d. lydian e. mixolydian f. aeolian (minor) g. locrian	9.1AC	5,6
	14. Perform written melodic patterns using solfege syllables.	9.1AB	5,6
	15. Aurally identify and notate melodic patterns in treble and bass clefs.	9.1A	5,6

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: I. THEORY	SUB-STRAND: 4. HARMONY

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • INTERVALS • TRIADS 	<p><i>The student will:</i></p> <p>1. Aurally and visually identify and notate diatonic and chromatic melodic intervals sounded simultaneously and perform them using solfege syllables.</p>	9.1AC	5,6
	<p>2. Aurally and visually identify and notate triad chord structures:</p> <ul style="list-style-type: none"> a. major b. minor c. augmented d. diminished 	9.1AC	5,6
	<p>3. Aurally and visually identify and notate Roman numeral chord nomenclature in major. (i.e. I, ii, iii, IV, V, vi, vii^o)</p>	9.1AC	5,6
	<p>4. Aurally and visually identify and notate first and second triad inversions.</p>	9.1AC	5,6

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: I. THEORY	SUB-STRAND: 4. HARMONY

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• CHORD PROGRESSION	<i>The student will:</i> 5. Aurally and visually identify and notate four-part chord progressions in major using triads in root position, first inversion and second inversions. <ul style="list-style-type: none"> a. perfect and imperfect authentic cadences b. plagal cadence c. semi-cadence d. deceptive cadence e. other progressions f. doubling rules g. voice leading rules h. closed and open position spacing 	9.1AC	5.6
	6. Aurally identify and notate the soprano and bass lines of four-part chord progressions in major keys.	9.1AC	5,6
• SEVENTH CHORDS	7. Aurally and visually identify and notate seventh chord structures and its inversions: <ul style="list-style-type: none"> a. dominant seventh b. major seventh c. minor seventh d. full and half diminished seventh 	9.1AC	5,6

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: I. THEORY	SUB-STRAND: 4. HARMONY

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • NON-HARMONIC TONES 	<p><i>The student will:</i></p> <p>8. Aurally and visually identify and notate non-harmonic tones in progression:</p> <ul style="list-style-type: none"> a. passing tones – accented and non-accented b. 4-3 suspension and 4-5 retardation c. neighboring tones – upper and lower 	9.1AC	5,6
<ul style="list-style-type: none"> • SECONDARY DOMINANTS 	<p>9. Aurally and visually identify and notate secondary dominants.</p>	9.1AC	5,6
<ul style="list-style-type: none"> • MODULATION 	<p>10. Aurally and visually identify and notate modulations:</p> <ul style="list-style-type: none"> a. pivot chord(s) and preparation b. crash modulation c. stop and begin a new section in a different key. 	9.1AC	5,6
<ul style="list-style-type: none"> • CHROMATICALLY-ALTERED CHORDS 	<p>11. Aurally and visually identify and notate chromatically-altered chords:</p> <ul style="list-style-type: none"> a. Picardy third b. Neopolitan sixth c. altered sixth chords – German, Italian, French, doubly-augmented fourth 	9.1AC	5,6

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: I. THEORY	SUB-STRAND: 5. TONE COLOR

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<ul style="list-style-type: none"> • VOCAL • PERCUSSION • WIND INSTRUMENTS 	<p><i>The student will:</i></p> <p>1. Identify characteristics of the male and female singing voice, focusing on timbre, range and tessitura.</p>	9.1AC	5,6
	2. Aurally and visually identify non-pitched percussion instruments, focusing on timbre.	9.1AC	5,6
	3. Aurally and visually identify pitched percussion instruments, focusing on timbre and range.	9.1AC	5,6
	4. Aurally and visually identify brass instruments, focusing on timbre, theoretical and practical ranges, and transposition.	9.1AC	5,6
	5. Aurally and visually identify woodwind instruments, focusing on timbre, theoretical and practical range, and transposition.	9.1AC	5,6

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• RHYTHMIC	<i>The student will:</i> 1. Compose and perform a one-part rhythm piece for hands clapping within the following parameters: a. 8 measures b. 4/4 meter c. moderato tempo d. no dynamics or accents e. must have more notes than rests f. use a treble clef writing the notes on the F space g. black ink with proper notation calligraphy h. duration - nothing shorter than eighth notes or rests	9.1ABCD	2,4,5

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<p><i>The student will:</i></p> <p>2. Compose and perform a two-part rhythm piece for hands clapping within the following parameters:</p> <ul style="list-style-type: none">a. 12-16 measuresb. 4/4 meterc. moderato, andante or allegro tempo, no tempo changesd. dynamics: p, mf, f, crescendo and decrescendoe. no accentsf. must have more notes than restsg. use a treble clef writing the notes on the F space for part 1 and the bass clef on the A space for part 2h. black ink with proper notation calligraphyi. duration - up to sixteenth notes (no sixteenth rests)	9.1ABCD	2,4,5

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• HOMOPHONIC - VOICES	<p><i>The student will:</i></p> <p>7. Identify and apply compositional elements to write polyphony:</p> <ul style="list-style-type: none"> a. parts ‘fitting together’ rhythmically b. tension and resolution c. form – repetition, contrast and variety d. similar and contrary motion e. ‘singability’ f. range used 	9.1ABCD	4,5
	<p>8. Identify compositional elements used when writing for high school level voices:</p> <ul style="list-style-type: none"> a. range and tessitura b. blend and balance c. ‘singability’ d. syllabic and melismatic matching to the music 	9.1AC	5,6

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
	<p><i>The student will:</i></p> <p>9. Compose a vocal four-part SATB piece within the following parameters:</p> <ul style="list-style-type: none">a. minimum of 32 measuresb. choice of meter, meter changes permittedc. choice of major or minor key, key changes permittedd. choice of tempo, tempo changes permittede. choice of dynamic levels and changesf. may use accentsg. form – repetition, contrast and varietyh. libretto can be existing text (i.e. poem) or originali. must demonstrate appropriate rhythmic, melodic and harmonic vocabulary addressed to date	9.1ABCD	4,5

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• HOMOPHONIC - PERCUSSION	<p><i>The student will:</i></p> <p>10. Compose a five part piece for non-pitched percussion within the following parameters:</p> <ul style="list-style-type: none"> a. minimum of 12 measures b. choice of meter, meter changes permitted c. choice of tempo up to allegro, tempo changes permitted e. choice of dynamic levels and changes f. may use accents g. form – repetition, contrast and variety h. texture combinations i. must demonstrate appropriate rhythmic vocabulary addressed to date 	9.1ABCD	4,5
	<p>11. Compose a seven-part percussion piece, including at least two pitched percussion instruments, within the following parameters:</p> <ul style="list-style-type: none"> a. minimum of 12 measures b. choice of meter, key, tempo, dynamics and accents c. form – repetition, contrast and variety d. texture combinations e. must demonstrate appropriate rhythmic, melodic and harmonic vocabulary addressed to date 	9.1ABCD	4,5

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: II. CREATING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• HOMOPHONIC - BRASS	<p><i>The student will:</i></p> <p>12. Compose a brass quintet piece within the following parameters:</p> <ul style="list-style-type: none"> a. minimum of 24 measures b. choice of meter, key, tempo, dynamics and accents c. form – repetition, contrast and variety d. texture combinations e. must demonstrate appropriate rhythmic, melodic and harmonic vocabulary addressed to date 	9.1ABCD	4,5
• HOMOPHONIC - WOODWINDS	<p>13. Compose a five-part woodwind ensemble piece within the following parameters:</p> <ul style="list-style-type: none"> a. minimum of 24 measures b. choice of meter, key, tempo, dynamics and accents c. form – repetition, contrast and variety d. texture combinations e. must demonstrate appropriate rhythmic, melodic and harmonic vocabulary addressed to date 	9.1ABCD	4,5

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: III. HISTORY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• MUSIC IN ANTIQUITY	<p><i>The student will:</i></p> <p>1. Identify the significant characteristics of music in antiquity, focusing on the culture and primary role of music in that society (Chinese, Egyptian, Hebrew, Greek and Roman):</p> <p>A. HISTORICAL/CULTURAL</p> <p>1. class society 2. life in the Middle Ages 3. relationship to religion</p> <p>B. MUSICAL</p> <p>1. plainsong/Gregorian Chant with a Latin text 2. notational style</p>	9.2ABCDE F	6,8,9

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: III. HISTORY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• RENAISSANCE	<p><i>The student will:</i></p> <p>2. Identify the significant characteristics of Renaissance music, focusing on the culture and the primary role of music in society:</p> <p>A. HISTORICAL/CULTURAL</p> <ol style="list-style-type: none">1. Columbus and Guttenburg press2. Shakespeare3. ‘renaissance’ as ‘change’; changes occurring4. Protestant reformation5. middle class involvement in the arts, including music6. music’s role in formal education <p>B. MUSICAL</p> <ol style="list-style-type: none">1. polyphony emerges (i.e. motet)2. chorale writing emerges3. significant composers (i.e. Palestrina)	9.2ABCDE F	6,8,9

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STRAND: III. HISTORY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<p>• BAROQUE</p>	<p><i>The student will:</i></p> <p>3. Identify the significant characteristics of Baroque music, focusing on the culture and the primary role of music in society:</p> <p>A. HISTORICAL/CULTURAL</p> <ol style="list-style-type: none"> 1. Pilgrims to America 2. Isaac Newton and laws of gravity 3. first newspaper printed in American colonies 4. Bering discovered Alaska 5. patronage system <p>B. MUSICAL</p> <ol style="list-style-type: none"> 1. use of improvisation 2. music begins to express emotion 3. tempo and dynamic markings first used 4. instrumentation as mostly strings 5. terraced dynamics 6. unity of mood 7. melodic and rhythmic unity 8. use of figured bass 9. first opera composed, ‘Orfeo’ by Monteverdi 10. concerto grosso 11. significant composers (i.e. Handel, Bach, Vivaldi and Monteverdi) 	<p>9.2ABCDE F</p>	<p>6,8,9</p>

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: III. HISTORY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<p>• CLASSICAL</p>	<p><i>The student will:</i></p> <p>4. Identify the significant characteristics of Classical music, focusing on the culture and the primary role of music in society:</p> <p>A. HISTORICAL/CULTURAL</p> <ol style="list-style-type: none"> 1. steam engine invented 2. American colonies declared independence 3. Lewis and Clark explored the northwest 4. Napoleon defeated at Waterloo 5. Vienna <p>B. MUSICAL</p> <ol style="list-style-type: none"> 1. classical concerto 2. concerto evolves into symphony 3. opera continues to progress 4. instrumentation – winds equal to strings 5. simplicity of form 6. less technically demanding for the performers 7. accessible by the masses to perform and listen 8. significant composers (i.e. Mozart, Beethoven and Haydn) 	<p>9.2ABCDE F</p>	<p>6,8,9</p>

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STRAND: III. HISTORY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• ROMANTIC	<p><i>The student will:</i></p> <p>5. Identify the significant characteristics of Romantic music, focusing on the culture and the primary role of music in society:</p> <p>A. HISTORICAL/CULTURAL</p> <ol style="list-style-type: none"> 1. Mark Twain 2. US Civil War 3. Alexander Graham Bell invents the telepho 4. first modern Olympics 5. influenced by the Industrial Revolution 6. nationalism <p>B. MUSICAL</p> <ol style="list-style-type: none"> 1. use of programmatic music 2. orchestra increases in size 3. addition of the percussion section as major component 4. three instrumental styles – Romantic symphony, tone poem, concert overture 5. brass now has valves, brass contribution increases 6. significant composers (i.e. Russian Five – Borodin, Rimsky-Korsakov, Mussorgsky, Chi and Tchaikovsky, plus Dvorak, Wagner, Chopin, Schubert) 	9.2ABCDE F	6,8,9

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STRAND: III. HISTORY	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
<p>• MODERN</p>	<p><i>The student will:</i></p> <p>6. Identify the significant characteristics of Modern music (20th Century), focusing on the culture and the primary role of music in society:</p> <p>A. HISTORICAL/CULTURAL</p> <ol style="list-style-type: none"> 1. Wright Brothers first airplane 2. first motion picture with sound 3. man lands on Moon 4. computers – Information Age/Revolution <p>B. MUSICAL</p> <ol style="list-style-type: none"> 1. Impressionism 2. Neoclassism 3. Aleatoric or chance music 4. significant composers (i.e. Stravinsky, Cage, Ravel) 5. significant American composers (i.e. Copland, Bernstein, Gershwin, Irving Berlin, Cohan) 	<p>9.2ABCDE F</p>	<p>6,8,9</p>

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UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• STYLE	<i>The student will:</i> 7. Compare arrangements of the same piece of music in different styles. a. elements of music b. instrumentation c. interpretation	9.1ACD 9.2ABCF 9.3ABD 9.4BD	6,7,9

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COURSE: MUSIC COMPOSITION	LEVEL: HIGH SCHOOL
STRAND: IV. RESPONDING	

UNIT CONTENT	STUDENT OUTCOMES	PA STANDARD	NATIONAL STANDARD
• LISTENING	<i>The student will:</i> 1. Describe selected repertoire and classroom performances using appropriate musical vocabulary.	9.1ACD 9.2ABCDF 9.3ABD 9.4B	6,7,8,9
• CRITICISM	2. Evaluate selected repertoire and classroom performances using prescribed criteria and citing evidence for judgment.	9.1ACD 9.2ABCDF 9.3ABD 9.4B	6,7,9
• AESTHETICS	3. Describe his/her aesthetic responses to selected repertoire and classroom performances using appropriate musical vocabulary.	9.1ACD 9.2ABCDF 9.3ABD 9.4BD	6,7,8,9

**WEST ALLEGHENY SCHOOL DISTRICT
MUSIC COMPOSITION CURRICULUM**

APPENDIX

