

**Arkansas
Music Curriculum Framework**

Revised 2001

Arkansas Department of Education

Music Strand

<p>Content Standard 1 The student will sing and/or play an instrument utilizing a varied repertoire of music.</p> <p>Grades K-4 (Student Learning Expectations)</p> <p>M.1. 1. Differentiate between the speaking and singing voice.</p> <p>M.1. 2. Echo vocally and/or instrumentally rhythm, tempo, pitch, dynamics, and phrasing.</p> <p>M.1. 3. Perform with accuracy pitch, tempo, rhythm, phrasing, and dynamics.</p> <p>M.1. 4. Sing or play music from diverse cultures, genres, and styles. (Suggested possible resources: Music Educators National Conference [MENC] guidelines and music from "The World's Largest Concert")</p> <p>M.1. 5. Sing or play rounds, ostinati, and partner songs.</p> <p>M.1. 6. Sing or play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor in formal and/or informal performances.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p><i>Assessment Options and Possibilities</i></p> <ol style="list-style-type: none">1. T, O, D2. C, O, D3. O, PE, D4. PR, O, PE, D5. O, PE6. C, E, PE
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<p>Content Standard 2 The student will create, compose, arrange, and improvise music as developmentally appropriate.</p> <p>Grades K-4 (Student Learning Expectations)</p> <p>M.2. 1. Create short rhythmic and melodic patterns.</p> <p>M.2. 2. Improvise simple rhythmic and melodic ostinato patterns.</p> <p>M.2. 3. Improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale.</p> <p>M.2. 4. Improvise melodies and rhythms using a variety of sounds, including voices, body percussion, classroom instruments and non-traditional sources, such as computer, electronic, or recorded sounds.</p> <p>M.2. 5. Create and arrange music to accompany selections from children's literature.</p> <p>M.2. 6. Improvise movement to songs or instrumental pieces when appropriate.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p><i>Assessment Options and Possibilities</i></p> <p>1. O, D</p> <p>2. O, E, D</p> <p>3. O, PE, D</p> <p>4. PR, C, O, D</p> <p>5. PR, E, LJ, W</p> <p>6. O, D</p>
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Music Strand

<p>Content Standard 3 The student will read and notate music.</p> <p>Grades K-4 (Student Learning Expectations)</p> <p>M.3. 1. Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.</p> <p>M.3. 2. Read simple meter signatures correctly.</p> <p>M.3. 3. Use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.</p> <p>M.3. 4. Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols, (fermata, coda, etc.), and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p><i>Assessment Options and Possibilities</i></p> <p>1. T, C, O, W</p> <p>2. T, C, O</p> <p>3. T, C, O</p> <p>4. T, C, O, W</p>
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Content Standard 4

The student will listen to, analyze, describe, and evaluate music and musical performances.

Grades K-4 (Student Learning Expectations)

- M.4. 1. Identify phrases and sections of music that are the same, similar, or different.
- M.4. 2. Identify music forms AB, ABA, and Rondo.
- M.4. 3. Describe aural examples of music and music performances.
- M.4. 4. Identify instrument families and individual instruments within the families and recognize adult male, adult female, and children's voices.

Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.

*Assessment Options
and Possibilities*

- 1. C, O, D
- 2. T, C, O, D
- 3. T, O, LJ, W
- 4. T, PO, PR, O, E,
D, W

Music Strand

<p>Content Standard 5 The student will relate music to diverse cultures, society, history, and other arts and disciplines.</p> <p>Grades K-4 (Student Learning Expectations)</p> <p>M.5. 1. Examine the Arkansas state songs and folk music of Arkansas and the United States.</p> <p>M.5. 2. Explore patriotic songs of the United States and music of American composers, such as Ellington and Gershwin.</p> <p>M.5. 3. Identify music from various periods, composers, and cultures.</p> <p>M.5. 4. Sing/play songs and play musical games from diverse cultures.</p> <p>M.5. 5. Participate in music activities that correlate with other disciplines when appropriate.</p> <p>M.5. 6. Identify connections between music and the other arts, including similar terms, historical periods, and styles.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p><i>Assessment Options and Possibilities</i></p> <ol style="list-style-type: none">1. PO, O, PE2. T, PR, O, PE, LJ, W3. T, O, LJ, W4. PR, O, PE, D5. PR, O, PE, D6. PR, O, PE, W
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Music Strand

<p>Content Standard 1 The student will sing and/or play an instrument utilizing a varied repertoire of music.</p> <p>Grades 5-8 (Student Learning Expectations)</p> <p>M.1. 1. Sing and/or play a musical instrument accurately with correct fundamentals and techniques as developmentally appropriate.</p> <p>M.1. 2. Sing and/or play music of varied genres and styles with appropriate expression, interpretation, and phrasing.</p> <p>M.1. 3. Perform music at appropriate levels of difficulty (such as prescribed by the Arkansas Choral Directors Association [ACDA], Arkansas School Band and Orchestra Association [ASBOA], and Music Educators National Conference [MENC]) in formal and/or informal concerts.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p><i>Assessment Options and Possibilities</i></p> <p>1. PO, C, O, PE, D</p> <p>2. PO, O, PE, D</p> <p>3. PO, O, PE, D</p>
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<p>Content Standard 2 The student will create, compose, arrange, and improvise music as developmentally appropriate.</p> <p>Grades 5-8 (Student Learning Expectations)</p> <p>M.1. 1. Improvise simple melodies and/or accompaniments and compose short pieces within specified guidelines.</p> <p>M.1. 2. Create and arrange rhythmic and melodic phrases.</p> <p>M.1. 3. Explore the role of technology in the creation/composition of music.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p><i>Assessment Options and Possibilities</i></p> <p>1. PO, PR, O, PE, D</p> <p>2. PO, PR, O, PE, D</p> <p>3. PO, PR, O, D, W</p>
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Music Strand

<p>Content Standard 3 The student will read and notate music.</p> <p>Grades 5-8 (Student Learning Expectations)</p> <p>M.3. 1. Read and notate simple and compound meters, rhythm, pitch, and dynamics using standard symbols and terminology.</p> <p>M.3. 2. Use technology, when applicable, to develop reading and notating skills.</p> <p>M.3. 3. Sight-read music in treble and/or other clefs in various keys and meters within specified guidelines.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p>Assessment Options and Possibilities</p> <ol style="list-style-type: none"> 1. T, PO, C, O, D, W 2. T, PR, C, O, D, W 3. T, C, O, PE, D
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<p>Content Standard 4 The student will listen to, analyze, describe, and evaluate music and musical performances.</p> <p>Grades 5-8 (Student Learning Expectations)</p> <p>M.4. 1. Evaluate performance through critical listening for the purpose of self-correction.</p> <p>M.4. 2. Evaluate the elements and components of a musical composition using appropriate terminology (e.g., instrumental and vocal timbres, forms, textures, etc.).</p> <p>M.4. 3. Compare and contrast two or more styles of music.</p> <p>M.4. 4. Respond to a musical performance as an informed, actively involved listener in a variety of settings.</p> <p>M.4. 5. Utilize technology to listen to, analyze, describe, and evaluate music and musical performances.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p>Assessment Options and Possibilities</p> <ol style="list-style-type: none"> 1. PO, O, PE, D, LJ, W 2. T, PO, PR, C, O, W 3. T, PO, PR, C, O, W 4. PO, PR, C, O, D, W 5. PO, PR, C, O, D, W
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Music Strand

<p>Content Standard 5 The student will relate music to diverse cultures, society, history, and other arts and disciplines.</p> <p>Grades 5-8 (Student Learning Expectations)</p> <p>M.5. 1. Identify commonalities between music and the other fine arts (e.g., rhythm/movement, timbre/color, etc.).</p> <p>M.5. 2. Recognize that musical development is a continuum influenced by historical and technological events.</p> <p>M.5. 3. Recognize that events in society and music are interrelated.</p> <p>M.5. 4. Demonstrate ways music and other disciplines are integrated.</p> <p>M.5. 5. Incorporate technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p>Assessment Options and Possibilities</p> <p>1. T, PO, PR, C, O, W</p> <p>2. T, PO, PR, C, O, PE, D, LJ, W</p> <p>3. T, PO, PR, C, O, PE, D, LJ, W</p> <p>4. T, PO, PR, C, O, PE, D, LJ, W</p> <p>5. PO, PR, C, O, D, LJ, W</p>
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Music Strand

<p>Content Standard 1 The student will sing and/or play an instrument utilizing a varied repertoire of music.</p> <p>Grades 9-12 (Student Learning Expectations)</p> <p>M.1. 1. Perform a variety of music literature according to the stylistic period, using technology when appropriate.</p> <p>M.1. 2. Demonstrate independence by performing alone or in ensembles, e.g., trio, octet, etc.</p> <p>M.1. 3. Demonstrate appropriate small and large ensemble performance techniques during formal and/or informal performances.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p><i>Assessment Options and Possibilities</i></p> <p>1. PE, D</p> <p>2. PE, O, D</p> <p>3. PE</p>
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Music Strand

<p>Content Standard 2 The student will create, compose, arrange, and improvise music as developmentally appropriate.</p> <p>Grades 9-12 (Student Learning Expectations)</p> <p>****indicates expectations for advanced programs of music</p> <p>M.2. 1. Compose rhythmic and melodic phrases.</p> <p>M.2. 2. Explore the role of technology in the creation of vocal and/or instrumental pieces.</p> <p>M.2. 3. Compose music that encompasses the use of meter, tonality, and style periods (manuscript or computer generated).</p> <p>M.2. 4. Arrange segments of vocal or instrumental pieces (manuscript or computer generated).</p> <p>M.2. 5. ***** Arrange or transpose pieces for voices or instruments other than those for which they were intended (e.g., SAB to SSA or transposition from brass to woodwind.)</p> <p>M.2. 6. *****Given a melody, improvise harmonic phrases within a specific framework of a given style.</p> <p>M.2. 7. *****Given a chord progression, improvise a melody within a given style.</p> <p>M.2. 8. *****Improvise a melody consistent with meter, tonality, and style as dictated by the selection.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p>Assessment Options and Possibilities</p> <p>1. T, PR, PO, O, E, D</p> <p>2. T, PR, D, PO, E</p> <p>3. T, PR, PO, O, E, D</p> <p>4. T, PR, PO, O, E, D</p> <p>5. T, PO, PR, C, O, E, D</p> <p>6. T, PO, PR, C, O, D, E</p> <p>7. T, PO, PR, C, O, D, E</p> <p>8. T, PO, PR, C, O, D, E</p>
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Music Strand

<p>Content Standard 3 The student will read and notate music.</p> <p>Grades 9-12 (Student Learning Expectations)</p> <p>M.3. 1. Demonstrate an understanding of the language of music (e.g., notation, texture, and timbre).</p> <p>M.3. 2. Notate rhythms, tonalities, articulations, and expressive markings using traditional manuscript or current music software.</p> <p>M.3. 3. Sing or play intervals that are of a major or minor tonality.</p> <p>M.3. 4. Given a specific sight-reading method, sing or play simple melodies chosen by the conductor.</p> <p>M.3. 5. Given a specific sight-reading method, sing or play the assigned part within the group.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p>Assessment Options and Possibilities</p> <p>1. T, C, O, D</p> <p>2. T, PO, PR</p> <p>3. PE, T, D</p> <p>4. PE, D, T</p> <p>5. PE, D, T</p>
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Music Strand

<p>Content Standard 4 The student will listen to, analyze, describe, and evaluate music and musical performances.</p> <p>Grades 9-12 (Student Learning Expectations)</p> <p>M.4. 1. Analyze aural examples of literature by describing the uses of musical elements inherent within the pieces.</p> <p>M.4. 2. Compare and contrast specific characteristics of selected literature for performances or listening purposes.</p> <p>M.4. 3. Apply criteria for making informed judgments concerning the artistic merit of a composition.</p> <p>M.4. 4. Analyze individual or group performances for the purpose of improving intrinsic motivation.</p> <p>M.4. 5. Recognize and share the emotional responses evoked by the composition performed.</p> <p>M.4. 6. *****Describe and analyze the vocal/instrumental techniques experienced in performance.</p> <p>M.4. 7. *****Appraise and modify musical performances through a comparison of exemplary models.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p>Assessment Options and Possibilities</p> <p>1. T, PO, PR, C, O, D, E</p> <p>2. W, C, LJ, PO</p> <p>3. C, PO, PR, W</p> <p>4. PE, LJ, C, W</p> <p>5. W, LJ, O</p> <p>6. T, C, O, W, PO, PE</p> <p>7. C, O, PO, LJ, W</p>
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Music Strand

<p>Content Standard 5 The student will relate music to diverse cultures, society, history, and other arts and disciplines.</p> <p>Grades 9-12 (Student Learning Expectations)</p> <p>M.5. 1. Exhibit self-discipline and teamwork in daily rehearsals and musical performances.</p> <p>M.5. 2. Model appropriate etiquette as both a performer and an observer.</p> <p>M.5. 3. Identify and perform music representative of diverse cultures.</p> <p>M.5. 4. Explain the role of music and its effect on society and culture.</p> <p>M.5. 5. Identify ways to transfer musical knowledge and skills to lifelong career, community, and leisure activities.</p> <p>M.5. 6. *****Compare and contrast the elements, processes, and organizational principles of other fine arts to those of music.</p> <p>M.5. 7. *****Aurally identify representative examples of literature by historical period.</p> <p>M.5. 8. *****Given a musical composition, define its aesthetic qualities within the context of history and culture.</p> <p>M.5. 9. *****Determine factors that influence musicians within historical time frames.</p> <p>Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p>Assessment Options and Possibilities</p> <p>1. D, O, C, PE</p> <p>2. PE, O, C, D</p> <p>3. PE, C, D</p> <p>4. T, W, PO, PR, D</p> <p>5. PR, C, O, LJ, W</p> <p>6. T, PO, W, PR</p> <p>7. T, C, PR, D</p> <p>8. C, T, W, PR</p> <p>9. T, PO, PR, C, LJ, W</p>
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Music Glossary

AB-a musical plan that has two different parts or sections

ABA-a musical plan that has three sections, first and last sections are the same; the middle section is different

articulation- correct attack and decay of sound

aural-relating to the ear, or the sense of hearing

blues break- a response to the call in a 12-bar blues song, e.g., when a singer sings and an instrument answers the singer at the end of each of the three phrases

body percussion- making clapping, tapping, snapping or other percussive sounds with the hands, feet or other body parts

dynamics-The loudness and softness of sound

form-the overall plan of a piece of music, e.g., AB, ABA or rondo

genre-style, category, class or sort of music

harmony-two or more different tones sounding at the same time

interval-the distance between two pitches

major key- a series of tones arranged in whole step, whole step, half step, whole step, whole step, whole step, half step. It is the same ascending and descending

Madrigal- a secular piece of music from the Renaissance period that is predominantly a cappella; a small ensemble, usually of 8-18 people

meter- a pattern of fixed beats as indicated by time signature; can be simple (duple or triple) or compound

ostinato- a rhythm or melody pattern that repeats

pentatonic scale- A scale that has five tones to the octave. The tonal pentatonic scale has no semitones, e.g., C-D-E-G-A.

phrase-a musical "sentence" that expresses one thought

pitch- the highness or lowness of a tone

rondo-a musical form in which a section is repeated, with contrasting sections in between (such as ABACA)

round- a follow-the-leader process in which all sing the same melody but start at different times (i.e., a canon)

SATB-soprano, alto, tenor, and bass vocal parts

sight-read- singing or playing a piece of music without preparation

timbre (tone color)-the quality of a pitch as produced on a specific instrument as distinct from the different quality of the same pitch on some other instrument

tonality- a system of organizing pitch in which a single pitch (or tone) called the tonic is made central

transpose- to play or rewrite a composition in a key other than the original one

Twelve-bar blues chord progression- I-I-I-I⁷ IV-IV-I-I V⁷-IV-I-I

Grades K - 4 Music Scenarios

CONTENT STANDARD 1:

The student will sing and/or play an instrument utilizing a varied repertoire of music.

Mrs. Timbre uses songs from "The World's Largest Concert" to teach her students songs from diverse cultures, genres, and styles. Students sing "Calypso, Calypso," a song from Trinidad, and accompany it with the steel drum and maracas. Students then sing "Silver Moon Boat" from China and accompany the song with glockenspiels, xylophones and the gong. Students also sing "Amani Utupe" from Kenya and accompany the song with drums from Kenya. Finally, students sing "Little Birch Tree" from Russia and are shown examples of a balalaika and flute from Russia.

CONTENT STANDARD 2:

The student will create, compose, arrange and improvise music as developmentally appropriate.

Ms. Soprano uses the C pentatonic scale (C,D,E,G,A) to teach rhythmic variations. Using the song "BINGO," she teaches the rhythm:

Quarter	-	Quarter	-	Eighth	-	Eighth	-	Quarter
B		I		N		G		O
B		I		N		G		O
B		I		N		G		O

Students echo clap the traditional rhythm as they sing the melody in 4-beat patterns. The teacher leads the class singing the song and clapping the featured rhythm.

Students are assigned xylophones, metallophones, and glockenspiel to perform the variation. The class sings the song and performs the traditional rhythm on bars C, D, E, G and A.

Following this exercise, students are assigned an order in which to perform the variation to the song. The featured rhythmic pattern in the song is performed first by the teacher and followed by the answer by students 1, 2, 3. Students are allowed to create a variation on the traditional rhythm, incorporating dotted rhythms and rests in a 4-beat variation.

After the song is performed, the teacher writes the rhythms performed by students 1, 2, 3 on the board. Each pattern is analyzed by the class to discuss differences in the variations to the traditional rhythm.

CONTENT STANDARD 3:

The student will read and notate music.

Miss Pentatonic begins a unit on music notation for kindergarten students by showing a poster with a picture of a music staff. She then shows a song written out in a music book and asks the children if they see anything in their books that looks similar to the picture on her poster. When children say they see "lines" with music notes on them, she explains that those lines that the music is written on are called a staff.

Next she explains that a staff has five lines and that the lines are numbered from bottom to top.

Using five rolls of electrical tape for a class activity, Miss Pentatonic calls on two students at a time to place horizontal lines on the floor that are 5 feet long. Students arrange the lines in the shape of a staff. They use the lines on the floor tiles to help them keep their lines straight. The numbers 1-5 are printed on large index cards and placed in a container (large coffee can). Then she has five students pull numbers from the container and place the numbers on the lines of the staff in the correct order. The teacher monitors the students to be sure they place the numbers correctly.

CONTENT STANDARD 4:

The student will listen to, analyze, describe, and evaluate music and musical performances.

Mrs. Bass introduces ABA form by showing pictures of different shapes to represent musical form. A square is used to represent part A, and a triangle is used to represent part B. Mrs. Bass plays a song from the textbook, "Now Let Me Fly" to demonstrate ABA form. As the sections change, Mrs. Bass holds up the different shapes. Mrs. Bass then plays the recording again and asks the students to indicate where the section changes occur by raising their hands when Section B starts and lowering their hands when Section A repeats. Finally, students are given shapes of squares and triangles and are instructed to hold up the squares when they hear Section A and the triangles when they hear Section B.

CONTENT STANDARD 5:

The student will relate music to diverse cultures, society, history and other arts and disciplines.

Mr. Co-op teaches a unit to go with a reading selection that students are studying in the third grade reading textbook. The story is "Moses Goes To A Concert." Moses is a hearing-impaired child who uses sign language. He and other students in his class go to a concert and visit with the percussionist who is also hearing impaired. Mr. Co-op reviews the song "This Land Is Your Land" with his students. They watch a videotape of the song with the sign language and then practice the signs for the song. Mr. Co-op gives each child a blown-up balloon and then plays the gong close to the balloon so the children can feel the vibration. Mr. Co-op then teaches the students the definition of orchestra and percussion, which are used in the story. Mr. Co-op discusses Beethoven with his students. He tells the students of Beethoven's struggles with deafness as a composer and a musician. Students listen to Beethoven's Symphony Number 5, First Movement. Students also listen to "The Storm" section from Beethoven's Pastoral Symphony, Number 6. Later in the school year Mr. Co-op teaches his students more about the life and music of Beethoven. He will use other resources including several books about Beethoven.

Scenarios for 5-8 Music

CONTENT STANDARD 1:

The student will sing and/or play an instrument utilizing a varied repertoire of music.

Sixth grade music students, along with their teacher, Ms. Melody Box, sing, play, and create movements to songs from each decade of the twentieth century. Through singing and playing, the students learn about Ragtime, Jazz (Blues, Swing, Big Band), Broadway Show Tunes, Rock 'n Roll, '60s Folk Music, Disco, Rap, etc. Throughout this musical unit, correct vocal and instrumental fundamentals are emphasized. Political, social, and historical issues are integrated with the music of each decade. The culminating activity is a program in which students perform music from each of the time periods. A PowerPoint presentation is incorporated in conjunction with the performance utilizing digital pictures representing classroom activities that lead up to this performance.

*This scenario addresses all the Music Content Standards.

CONTENT STANDARD 2:

The student will create, compose, arrange, and improvise music as developmentally appropriate.

Fifth grade music students in Ms. Lyric Lane's general music class create their own twelve-bar blues songs. The students are taught the twelve-bar blues chord progression in the key of C. The components of this music form are discussed, along with the history of the Blues. Students are divided into teams and given the criteria that will be used to assess their projects. Each group meets independently during class to arrange its composition. Group performances consist of one or two students playing chords on classroom instruments, one or two students playing the "breaks," and one member improvising the melody using the lyrics that the group created. The remainder of the class evaluates whether the criteria has been met and offers constructive comments. The performances are videotaped and reviewed by other classes. Students then compare and contrast two recorded versions of "Shake, Rattle, and Roll." One recording by Big Joe Turner represents Blues and the other recording by Bill Haley and The Comets represents Rock 'n Roll. In addition to creating their own compositions, the students learn proper performance and audience etiquette and team-building skills.

*This scenario addresses all the Music Content Standards.

CONTENT STANDARD 3:

The student will read and notate music.

Students in Mr. Velon Cello's eighth grade instrumental ensemble demonstrate rhythmic independence by playing different rhythmic patterns simultaneously. In preparing for this activity, the students count each rhythmic phrase out loud. Then the students play each rhythm pattern on a unison pitch. Next, each instrumental section is assigned a specific rhythm pattern to perform. One section begins the process by playing its assigned pattern. Sections are added one at a time until the whole ensemble is actively engaged. Individual rhythmic stability is demonstrated by selecting a student from each section to perform as a small ensemble. This learning activity may be

turned into a game where points are earned for each section as its team member successfully demonstrates rhythmic independence.

*This scenario addresses Music Content Standards 1 and 3.

CONTENT STANDARD 4:

The student will listen to, analyze, describe, and evaluate music and musical performances.

Mr. Ron Deau and his seventh grade general music class identify the four families of instruments (strings, woodwinds, brass, and percussion) visually and orally. This learning is reinforced through activities such as instrument bingo, etc. Exemplary recordings of instrument families are heard and discussed. As recordings are introduced, students are asked to expand their listening skills by comparing and contrasting various styles with reference to instrumentation, texture, dynamics, tempo, color, mood, etc. Assessment examples include written reflection and evaluation utilizing correct musical terminology. The students then participate in a live, interactive music concert from Carnegie Hall via the Internet. Opportunities are provided for student questions to orchestral members and the conductor.

*This scenario addresses Music Content Standards 4 and 5.

CONTENT STANDARD 5:

The student will relate music to diverse cultures, society, history, and other arts and disciplines.

The eighth grade mixed chorus, under the direction of Ms. Sarah Nade, is introduced to Renaissance music by watching a video which includes songs, dress, and instruments from that period. Chorus students use the Internet to take a virtual tour through a medieval castle. The students learn madrigals and other appropriate songs. Teachers and students from the other arts and disciplines join the chorus students in the production of "Ye Olde Madrigal Feaste." Art students design and build the set and decorations; instrumental music students perform on appropriate instruments; dance students teach and perform period dances; language arts students read Renaissance poetry; social studies classes study historical events of the Renaissance period, etc.

After the chorus members learn the songs, students are given the opportunity to audition for vocal solos or speaking parts. During rehearsals, students pay special attention to posture, diction, and expression. For the production, chorus students dress in period costumes. Through the culminating performance, students are able to relate the music and culture of the Renaissance period to modern society.

Scenarios for 9-12 Music

CONTENT STANDARD 1:

The student will sing and/or play an instrument utilizing a varied repertoire of music.

Within the choral warmup, Mr. Barry Tone's students perform portions of compositions that incorporate singing styles from different musical genre.

During the ACDA Reading Clinic directors have an opportunity to hear literature in a variety of voicings, style periods, and cultures. Because of the wide array of music selected for the clinic, directors have the opportunity to plan their concerts for the approaching year. The results of this process provide the students with exposure to diverse musical styles.

CONTENT STANDARD 2:

The student will create, compose, arrange, and improvise music as developmentally appropriate.

Vocal

Three of Mrs. Ann Tune's students arrange a composition arranged for SAB to SSA.

Instrumental

Mr. Jolly Bass's students in a small band that lacks full instrumentation often condense scores to insure that all important parts are played. Students transpose those parts for the instruments they play.

CONTENT STANDARD 3:

The student will read and notate music.

After studying the procedures for harmonic progressions and cadences, music students at Write On High School are assigned a melodic theme. Using available music software, students explore harmonic progressions and cadential movement. Upon completion of the assignment, students present their arrangement to the large ensemble as a sight-reading exercise.

CONTENT STANDARD 4:

The student will listen to, analyze, describe, and evaluate music and musical performances.

After a unit on concert programming, high school music students perform at Region Festival. Then students compare and contrast selected performances based on criteria set forth in the unit studied. A written analysis enables the students to effectively assess the artistic merit of the performances.

CONTENT STANDARD 5:

The student will relate music to diverse cultures, society, history, and other arts and disciplines.

After preparation of concert pieces, Mrs. Alto Diva invites teachers and students of other disciplines to a private performance where over-arching connections are made between their subject matter and the selections performed. This alignment is further explained by each teacher within the historical and literary context of the discipline.

