

**Cape Elizabeth Music Department**  
**Report to the Cape Elizabeth School Board**  
**April 24, 2012**



## **Program Goals and Philosophy**

Music is an integral part of human development, and therefore essential to the complete education of all students. The ability to create, perform, and respond to music emotionally and intellectually is an important part of the human experience. We believe that the creative, intellectual, social, and disciplinary demands of music will help students flourish in every aspect of life, and build the collaborative critical thinking skills necessary to become successful individuals and citizens. As such, it is the goal of the Cape Elizabeth Music Department to:

1. Instill in every student an appreciation for music. Learning to appreciate music of different styles, time periods, and cultures leads to a better understanding of people who are perceived as different.
2. Provide opportunities for students to experience music as a listener, performer, and composer. Each skill requires the ability to analyze music differently.
3. Develop music literacy skills in all students. Though not done in a traditional way, music literacy reinforces general literacy skills. Students must understand how all components work together to be a whole. Reading beats, musical notes, dynamic markings, tempo changes, and more, help students organize thoughts and tasks.
4. Develop high level performance skills in all participants in performing ensembles. Feeling that every performer can count on each other promotes team work, pride, and self confidence.
5. Assist students in becoming independent learners. Music is a foreign language, science, math, physical education, and so much more. Music students learn to approach things differently and creatively.

To achieve these goals, it is important to the music department to communicate effectively with parents and students regarding the goals of the music program.

## **Cape Elizabeth Music Department Faculty:**

Pond Cove: Rebecca Bean

Middle School: Nancy Murray – General Music/Chorus  
Caitlin Ramsey – Instrumental

High School: Larry Allen – Chorus  
Tom Lizotte - Instrumental

### **Music Power Standards:**

Music Literacy

Performing Vocally or Instrumentally alone, or with others

Aesthetics and Analysis

Connections to History, Culture, and other disciplines

Improvisation, Arranging, and Composing

**K-4 LEARNING GOALS: PERFORMING ARTS**

Elementary Music Power Standards	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade
Performing vocally or instrumentally alone and with others	<p>Students will:</p> <ul style="list-style-type: none"> <li>Explore registers of the voice</li> <li>Discover the head voice</li> <li>Echo pitch patterns</li> <li>Sing short echo songs and story songs</li> <li>Explore Classroom instruments</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Demonstrate vocal and pitch exploration</li> <li>Discover the head voice</li> <li>Echo pitch patterns of 2-4 notes correctly.</li> <li>Demonstrate "question and answer" songs and games</li> <li>Perform echo songs, question and answer songs and sequential song tales</li> <li>Tap a steady beat to music</li> <li>Demonstrate appropriate care and technique with classroom instruments.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Accurately echo short pitch patterns vocally. Sing accurately in the head voice register. Perform echo songs, question and answer songs, longer songs containing a verse and refrain and stories</li> <li>Learn songs using sheet music</li> <li>Tap or play a steady rhythm against a steady beat</li> <li>Use correct instrument technique and care with hand drums, shakers, mallets and Orff instruments</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Perform longer unison songs using sheet music with multiple verses.</li> <li>Develop harmony skills performing two-part partner songs and rounds. Perform songs from other cultures, On classroom instruments perform music in two and three parts</li> <li>Develop and perform basic ostenatos to accompany songs holding a steady beat</li> <li>Explore auxillary classroom instruments</li> <li>Accompany songs with classroom instruments</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Perform unison songs, rounds and partner songs in English and in foreign languages</li> <li>Combine songs with classroom instruments in various styles of music</li> <li>Explore and perform vocally and harmonically diverse styles of songs</li> <li>Demonstrate on the recorder proper hand position, breath control, and proper tounging</li> <li>Develop practice habits and responsibility through study of the recorder</li> <li>Demonstrate music literacy skills and correct instrument techniques for wind instruments, Orff instruments, hand drums and auxillary percussion</li> <li>Read and use fingering charts for the recorder</li> </ul>

<p>Music Literacy</p>	<p>Identify quarter notes and rests Demonstrate pitch contour vocally using a line, movement</p>	<p>Identify: A quarter rest, the staff, quarter notes, whole notes and half notes and eighth notes Play or sing quarter notes, quarter rests, half notes grouped together using the Gordon rhythm syllables. Visually demonstrate pitch contour using line and movement Demonstrate solfege syllables do, re, mi, fa and sol with hand symbols Accurately follow a basic listening map</p>	<p>Identify: staff, quarter notes, rests, eighth notes. Lines and spaces on the staff. Demonstrate four beat patterns of quarter notes, quarter rests, half notes and whole notes using the Gordon rhythmic syllables. Demonstrate pitch contour using non-traditional and traditional musical notation Demonstrate an ascending musical scale using solfege syllables and hand signs Accurately follow a listening map</p>	<p>Identify: Measures, treble and bass clef, half notes, whole notes, four-beat rests, dotted half notes, repeat signs, and dynamic markings, time signatures Verbally demonstrate mixed groupings of quarter notes, half notes, whole notes, eighth notes in duple, quadruple and triple meters using Gordon's rhythmic syllables. Accurately follow vocal sheet music with two verses. Demonstrate an ascending and descending scale using solfege syllables and hand signs</p>	<p>Identify: All terms covered in grade three plus coda, D.S. breath mark, first and second endings, scale On recorder play songs up to 12 measures that contain as many as six different notes. Understand the following concepts: First and second endings, beat as related to measures and notation, D.S. al Coda, tools to remember note names, simple time signatures, counting rhythms Demonstrate an ascending and descending scale using solfege syllables and hand signs Proficiently identify the note names of the staff in treble clef De-code basic pitch patterns and mystery melodies of three to five notes using solfege hand signs and musical notation Using excerpts from classical music read and play along with rhythms Demonstrate dynamic markings</p>
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<p>Aesthetics and Analysis</p>	<p>Respond to a piece of music through expressive movement Identify and determine the difference between beat and rhythm. Identify the difference between low and high and loud and soft sounds</p>	<p>Identify the instruments of the orchestra Identify families of instruments by sight and by sound Identify and determine the difference between beat and rhythm. Identify the difference between low and high and loud and soft sounds Respond to a piece of music through expressive movement</p>	<p>Use the correct terminology to describe loud/soft, fast/slow and high/low and beat/rhythm. Use the correct terminology to identify instruments of the orchestra, jazz band, and some world and folk music Identify some genres of music Respond to music through expressive movement</p>	<p>Identify and demonstrate form in music through movement and visual maps Identify harmony, rounds and unison singing Use the correct terminology to describe melody, harmony, rhythm, beat, genre, style, dynamics, tempo, improvisation, composition Critique and respond to rehearsal to help correct mistakes within the group Self-performance reflections</p>	<p>Create visual maps and movement to represent musical form, melodic contour, dynamics and tempo Identify and use correct terms to describe melody, harmony, rhythm, beat, genre, style, dynamics, tempo, improvisation, composition Critique, analyze and respond to rehearsal to correct mistakes within the classroom ensemble Self-performance reflections</p>
<p>Connections to history, culture and other disciplines</p>	<p>Explore relationship between music and children's literature, dance, pattern And various school themes Identify functional music from our culture such as lullabies, marches, etc.</p>	<p>Explore relationships between music and children's literature, dance, history and geography Identify various types of functional music such as marches, lullabies, fanfares, anthems etc. Explore the ways in which music is used to pass on knowledge</p>	<p>Explore the relationships between music, dance and the culture, geography, time period, Explore the function of music from foreign cultures: weddings, parties, funerals, etc. Exposure to composers and the time and place that they lived</p>	<p>Explore the relationships between music, dance and the culture, geography, time period, technology, and social conditions Identify composers and the time period that they lived Critique and analyze lyrics to determine relationship to history and culture Explore historical events that have influenced music</p>	<p>Explore the relationships between music, dance and the culture, geography, time period, technology, and social conditions Identify composers and the time period that they lived Critique and analyze lyrics to determine relationship to history and culture Explore historical events that have influenced music</p>

<p>Improvisation Arranging. Composition</p>	<p>Improvise movement that falls within given guidelines Vocalise alone and with others Play improvisation games</p>	<p>Create expressive sounds to accompany a story Create movement to accompany music Create additional lyrics to a song Improvise movement that falls within given guidelines Vocalise alone and with others Use non traditional notation to create patterns with classroom instruments as a class Play improvisation games Improvise and create movements to accompany music</p>	<p>Create expressive sounds to accompany a story Create sounds to accompany a poem Use non traditional notation to compose music Create sounds to accompany movement or an object such as a machine or an animal Play improvisation games Improvise and create movement to accompany music</p>	<p>Compose a melody that shows melodic contour (traditional or non traditional notation) In a group, compose and accurately perform a rhythmic piece using pre-made rhythm cards Compose a melody using solfege cards. Improvise within a pentatonic scale staying within the guideline of beat and high and low, or melodic direction</p>	<p>Develop a rhythmic composition and perform accurately using pre-made rhythm cards, Create and perform a composition accurately on Orff instruments or recorder using pre-made melodic cards Participate in various improvisation games Compose lyrics using a prompt Maintain steady rhythm while another drummer is improvising</p>
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## 5-8 LEARNING GOALS: PERFORMING ARTS

CLASSROOM MUSIC	Grade 5	Grade 6	Grade 7	Grade 8
<b>Music Literacy</b>	Students will be able to: - Identify: -the staff -quarter, half, whole notes & rests -quadruple & triple meter -step-wise and skip-wise motion -Read and perform a simple piano song in treble clef - compose a simple melody in C Major - Begin reading notes in the bass clef	Students will build upon literacy skills acquired in 5th grade. In addition, students will: -Understand eighth notes and rests and syncopation -Explore key signatures and scales (sharps/flats, whole step/half step) -Read a grande staff -Read and play a song using both treble and bass clef at the same time, using both hands, on the piano -Compose a melody using both clefs	Students will build upon literacy skills acquired in 5 <sup>th</sup> & 6 <sup>th</sup> grade. They will: -read two handed parts in polyphonic and homophonic motion - read piano notation while concentrating on fingering, hand position, and pedaling -Play a piano composition by known Classical composer -Understand repeats, dynamics, and articulations -Explore chord structures and progressions -Continue composing music for piano	Students will build upon literacy skills previously acquired. Students will also: -Study various guitar notations such as tablature, chord charts, and lyric sheets - Learn how to read Chord Fingering Charts - Understand the chords they are playing (major or minor, what notes are being played) - Explore advanced chords, such as sevenths, dominants, and chord inversions



<p><b>Performing Vocally or Instrumentally alone and w/others</b></p>	<p>Students will be able to demonstrate proper technique and proper care of:</p> <ul style="list-style-type: none"> <li>- pianos</li> <li>- hand drums</li> <li>- frame drums</li> <li>- other various classroom instruments</li> </ul> <p>Students will perform a simple melody on the piano for teacher</p> <p>Students will participate in drumming circles with classmates and teacher</p>	<p>Students will continue demonstrating proper technique and care of classroom instruments.</p> <p>Students will be able to perform songs on the piano using both treble and bass clef, using correct posture, and finger placements.</p> <p>Students will participate in drumming circles, taking turns leading the ensemble</p> <p>Students will understand ABA form</p>	<p>Students will continue to demonstrate proper technique and care of classroom instruments.</p> <p>Students will be able to demonstrate enough piano skills to play a song by one of the great Classical composers</p> <p>Students will be able to play duets with another classmate</p> <p>Students will participate in an end of year recital for class and invited guests.</p> <p>Students will also be able to demonstrate:</p> <ul style="list-style-type: none"> <li>- hand &amp; stick technique for various drum</li> <li>- the role of the master drummer</li> <li>- ability to lead the ensemble and the ability to play pieces without the instructor</li> <li>- ability to play music in multiple parts</li> </ul>	<p>Students will be able to demonstrate on guitar:</p> <ul style="list-style-type: none"> <li>- strumming</li> <li>- picking</li> <li>- proper posture and positions</li> <li>- ability to read &amp; play from chord fingering charts</li> <li>- ability to play basic melodies by reading tablature</li> <li>- ability to play simple melodies by reading musical notation</li> <li>- ability to play as a large group ensemble, as well as independently for the instructor</li> <li>- ability to play the standard twelve bar blues progression</li> <li>- ability to accompany themselves while playing guitar</li> </ul>
<p><b>Aesthetics &amp; Analysis</b></p>	<p>Students will be exposed to excerpts from choral, concert band, Jazz, and orchestral works and be able to discuss and identify:</p> <ul style="list-style-type: none"> <li>- form</li> <li>- instrumentation</li> <li>- meaning</li> <li>- time period</li> <li>- composer</li> </ul>	<p>Students will be exposed to excerpts from choral, concert band, orchestral, and Jazz works, and be able to discuss and identify:</p> <ul style="list-style-type: none"> <li>- form</li> <li>- instrumentation</li> <li>- meaning</li> <li>- time period</li> <li>- composer</li> <li>- grasp a basic understanding of musical form, melodic contour, and dynamic contrasts.</li> </ul>	<p>Students will continue to develop listening and analytical skills by:</p> <ul style="list-style-type: none"> <li>- identifying form</li> <li>- learning how to respond to and fix mistakes</li> <li>- identifying their part</li> <li>- hearing and responding to aural cues</li> <li>- understanding form</li> <li>- learning how to identify changes in key, tempo, dynamics and articulation of songs, and understanding the result of these changes</li> <li>- using form terminology to navigate through pieces.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- work in groups to practice and trouble shoot timing, technique and other issues</li> <li>- listen to peers perform</li> <li>- analyze their own performances</li> <li>- analyze the twelve bar blues progression, and how it has influenced jazz, rock, and country through the ages</li> <li>- analyze chord progressions</li> </ul>

<p><b>Connections to History, Cultures, &amp; Disciplines</b></p>	<p>Students will:          - study various styles of music, including (but not limited to) European Classical, American Folk and Jazz, and African music. They will discover what role music plays in each culture and history.</p>	<p>Students will:          - continue studying music of various cultures          - discover American musical styles and how they have evolved through the years</p>	<p>Students will continue studying various styles of music, and the role music plays in culture in history.           Students will explore the role music has played in history as well as current events</p>	<p>Students will:          - play a variety of musical styles including rock, country, and the blues</p>
<p><b>Improvisation, Arranging, &amp; Composing</b></p>	<p>Students will:          - compose simple melodies on the piano in treble clef          - compose simple rhythms          - improvise freely with instruments, movements, verbally, through games and other classroom activities</p>	<p>Students will:          - compose simple melodies on piano in both treble and bass clef          - compose simple rhythms using traditional &amp; non-traditional notation          - improvise freely with instruments, movements, verbally, through games and other classroom activities          - begin more structured improvisation through question/answer and call/response</p>	<p>Students will compose:          - in ABA or other specified forms          - using unity, blend, balance, and repetition          - explore writing techniques &amp; develop a system for creating song lyrics or a rap          - the interaction between solo and ensemble is appropriate</p>	<p>Students will:          - arrange chords to accompany simple melodies.          - arrange various pieces and make musical decisions independently and with peers.          - improvise using designated notes of a partial scale to work with the given chord progression, playing “in-time”, and playing for the correct amount of time.          - have developed an internal sense of beat to guide improvisation.</p>
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**5-8 LEARNING GOALS: PERFORMING ARTS**

	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Priority/Mastery Knowledge and Skills</b>				
<b>CHORAL MUSIC</b>				
<b>Music Literacy</b>	<p>Students will be able to identify:</p> <ul style="list-style-type: none"> <li>- Soprano &amp; Alto parts on a staff</li> <li>- rehearsal numbers &amp; letters</li> <li>- repeats, first &amp; second endings, codas</li> <li>- quarter, eighth, half, whole notes and rests</li> <li>- quadruple &amp; triple meter</li> </ul> <p>Students will be able to sight sing using solfege in major keys.</p> <p>Students will be able to sing the scale upwards and downwards.</p>	<p>Students will be able to identify:</p> <ul style="list-style-type: none"> <li>- Soprano &amp; Alto parts on a staff</li> <li>- rehearsal numbers &amp; letters</li> <li>- repeats, first &amp; second endings, codas</li> <li>- quarter, eighth, half, whole notes and rests</li> <li>- quadruple &amp; triple meter</li> </ul> <p>Students will be able to sight sing using solfege in major keys.</p> <p>Students will be able to sing the scale upwards and downwards.</p>	<p>Students will be able to identify:</p> <ul style="list-style-type: none"> <li>- Soprano &amp; Alto parts on a staff</li> <li>- rehearsal numbers &amp; letters</li> <li>- repeats, first &amp; second endings, codas</li> <li>- quarter, eighth, half, whole notes and rests</li> <li>- quadruple &amp; triple meter</li> </ul> <p>Students will be able to sight sing using solfege in major keys using more difficult leaps and rhythms.</p> <p>Students will be introduced to solfege in minor keys.</p> <p>Students will be able to identify the key signature of a song.</p> <p>Students will be able to sing the scale upwards and downwards.</p>	<p>Students will be able to identify:</p> <ul style="list-style-type: none"> <li>- Soprano &amp; Alto parts on a staff</li> <li>- rehearsal numbers &amp; letters</li> <li>- repeats, first &amp; second endings, codas</li> <li>- quarter, eighth, half, whole notes and rests</li> <li>- quadruple &amp; triple meter</li> </ul> <p>Students will be able to sight sing using solfege in major keys using more difficult leaps and rhythms.</p> <p>Students will be introduced to solfege in minor keys.</p> <p>Students will be able to identify the key signature of a song.</p> <p>Students will be able to sing the scale upwards and downwards.</p> <p>Students will be able to sing two part harmonies while demonstrating proper tone, singing posture, breath control, and articulation.</p> <p>Students will sing with good blend by listening to themselves and each other and making necessary adjustments so that the chorus works</p>
<b>Performing Vocally alone &amp; with others</b>	<p>Students will be able to sing two part harmonies while demonstrating proper tone, singing posture, breath control, and articulation.</p> <p>Students will sing with good blend by listening to themselves and each other and making necessary adjustments so that the chorus works</p>	<p>Students will be able to sing two part harmonies while demonstrating proper tone, singing posture, breath control, and articulation.</p> <p>Students will sing with good blend by listening to themselves and each other and making necessary adjustments so that the chorus works</p>	<p>Students will be able to sing two part harmonies while demonstrating proper tone, singing posture, breath control, and articulation.</p> <p>Students will sing with good blend by listening to themselves and each other and making necessary adjustments so that the chorus works</p>	<p>Students will be able to sing two part harmonies while demonstrating proper tone, singing posture, breath control, and articulation.</p> <p>Students will sing with good blend by listening to themselves and each other and making necessary adjustments so that the chorus works</p>

	as an ensemble. Students will become familiar with their role and responsibilities within the vocal ensemble such as: practice techniques, performance etiquette and working with an accompanist and a conductor.	as an ensemble. Students will become familiar with their role and responsibilities within the vocal ensemble such as: practice techniques, performance etiquette and working with an accompanist and a conductor.	as an ensemble. Students will become familiar with their role and responsibilities within the vocal ensemble such as: practice techniques, performance etiquette and working with an accompanist and a conductor.	as an ensemble. Students will become familiar with their role and responsibilities within the vocal ensemble such as: practice techniques, performance etiquette and working with an accompanist and a conductor.
<b>Aesthetics &amp; Analysis</b>	Students will learn to listen for pitch accuracy and to identify when they are singing off pitch, and how to correct themselves. Students will learn the difference between singing 'flat' and 'sharp'. Students will listen to, and analyze recordings and videos of their chorus, and other choruses performing.	Students will learn to listen for pitch accuracy and to identify when they are singing off pitch, and how to correct themselves. Students will learn the difference between singing 'flat' and 'sharp'. Students will listen to, and analyze recordings and videos of their chorus, and other choruses performing.	Students will learn to listen for pitch accuracy and to identify when they are singing off pitch, and how to correct themselves. Students will learn the difference between singing 'flat' and 'sharp'. Students will listen to, and analyze recordings and videos of their chorus, and other choruses performing.	Students will learn to listen for pitch accuracy and to identify when they are singing off pitch, and how to correct themselves. Students will learn the difference between singing 'flat' and 'sharp'. Students will listen to, and analyze recordings and videos of their chorus, and other choruses performing.
<b>Connections to History, Cultures, &amp; Other Disciplines</b>	Students will learn about and perform music from a variety of different genres and cultures.	Students will learn about and perform music from a variety of different genres and cultures.	Students will learn about and perform music from a variety of different genres and cultures.	Students will learn about and perform music from a variety of different genres and cultures.

## 5-8 LEARNING GOALS: PERFORMING ARTS

<b>Instrumental Music</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Music literacy</b>	<ul style="list-style-type: none"> <li>-Students will perform music with limited range and grade span appropriate technical demands.</li> <li>-Students will accurately perform and count basic rhythms in 2/4, 3/4, and 4/4.</li> <li>-Students will learn about and demonstrate knowledge of basic music notation.</li> <li>-Students will listen to and compare elements of music, including pitch, rhythm, tempo, and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will perform music with moderate range and grade level appropriate technical demands.</li> <li>-Students will accurately perform and count rhythms in 2/4, 3/4, and 4/4.</li> <li>-Students will increase their knowledge of notation for rhythm, dynamics, tempo, articulation, and balance/blend.</li> <li>-Students will listen to and compare elements of music, including pitch, rhythm, tempo, dynamics, and style.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will perform music that includes changes in tempo, key, and meter in modest ranges with moderate technical demands.</li> <li>-Students will accurately perform and count rhythms in 2/4, 3/4, 4/4, and cut time.</li> <li>-Students will apply knowledge of notation for rhythm, dynamics, tempo, articulation, balance, expression, and intonation.</li> <li>-Students will listen to and compare elements of music, including pitch, rhythm, tempo, dynamics, texture, harmony and style.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will perform music that requires well-developed technical skills, attention to phrasing, and interpretation.</li> <li>-Students will accurately perform rhythms in compound time signatures such as 3/8, 6/8, and 9/8.</li> <li>-Students will apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden dynamic contrasts.</li> <li>-Students will listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, texture, harmony and style.</li> </ul>
<b>Performing vocally or instrumentally alone and with others.</b>	<ul style="list-style-type: none"> <li>-Students will perform music of various styles and genres.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will perform music of various styles and genres that include changes in tempo, key, and meter.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will perform music of various styles and genres that include changes in tempo, key, and meter with a greater awareness of phrasing and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will perform music of various styles and genres that require well-developed technical skills, attention to phrasing, and awareness of interpretation.</li> </ul>
<b>Aesthetics and analysis</b>	<ul style="list-style-type: none"> <li>-Students will analyze live performances by applying grade level appropriate concepts, vocabulary, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will compare and analyze live performances by applying grade level appropriate concepts, vocabulary, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will compare and analyze performances (live or recorded) by applying grade level appropriate concepts, vocabulary, skills and processes.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will describe, analyze, interpret, and evaluate performances (live or recorded) by applying grade level appropriate concepts, vocabulary, skills and processes.</li> </ul>
<b>Connections to history, culture, and other disciplines</b>	<ul style="list-style-type: none"> <li>-Students will listen to and perform various styles of music as related to history and/or world cultures.</li> <li>-Students set short-term at-home practice goals.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will listen to and perform various styles of music as related to history and/or world cultures</li> <li>-Students set short-term at-home practice goals and in-class practice goals.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will compare various genres and styles of music as related to history and/or world cultures.</li> <li>-Students will set short-term and long-term at-home and in-class practice goals.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will analyze the characteristics and purposes of various genres and styles of music as related to history and/or world cultures.</li> <li>-Students will set short-term and long-term at-home and in-class practice goals.</li> </ul>

**9-12 LEARNING GOALS: PERFORMING ARTS**

<b>VOCAL MUSIC</b>		9	10	11	12
<b>Power Standards</b>					
<b>Music Literacy</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>•Be able to read and sing a simple to medium difficult melody with intervals including 2nds, 3rds, 4ths, and 5ths and a variety of different rhythms</li> <li>•Be able to identify correct voice part in music and follow that part</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>•Be able to read and sing a simple to medium difficult melody with intervals including 2nds, 3rds, 4ths, and 5ths and a variety of different rhythms</li> <li>•Be able to identify correct voice part in music and follow that part</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>•Be able to read and sing a simple to medium difficult melody with intervals including 2nds, 3rds, 4ths, and 5ths and a variety of different rhythms</li> <li>•Be able to identify correct voice part in music and follow that part</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>•Be able to read and sing a simple to medium difficult melody with intervals including 2nds, 3rds, 4ths, and 5ths and a variety of different rhythms</li> <li>•Be able to identify correct voice part in music and follow that part</li> </ul>	
<b>Connections to History, Cultures, &amp; Disciplines</b>	<ul style="list-style-type: none"> <li>•Sing and have a basic knowledge of a variety of different genres of music and their origin and history through choral literature</li> </ul>	<ul style="list-style-type: none"> <li>•Sing and have a basic knowledge of a variety of different genres of music and their origin and history through choral literature</li> </ul>	<ul style="list-style-type: none"> <li>•Sing and have a basic knowledge of a variety of different genres of music and their origin and history through choral literature</li> </ul>	<ul style="list-style-type: none"> <li>•Sing and have a basic knowledge of a variety of different genres of music and their origin and history through choral literature</li> </ul>	
<b>Performing Vocally or Instrumentally alone and w/others</b>	<ul style="list-style-type: none"> <li>•Be able to sing generally on pitch, following the line contours with good rhythm</li> </ul>	<ul style="list-style-type: none"> <li>•Be able to sing generally on pitch, following the line contours with good rhythm</li> </ul>	<ul style="list-style-type: none"> <li>•Be able to sing generally on pitch, following the line contours with good rhythm</li> </ul>	<ul style="list-style-type: none"> <li>•Be able to sing generally on pitch, following the line contours with good rhythm</li> </ul>	

Music Theory	9	10	11	12
<b>Power Standards</b>				
<b>Music Literacy</b>	Students will develop: Knowledge of construction of chords Rhythmic dictation	Students will develop: Knowledge of triads, sevenths, ninth chords Harmonic dictation	Students will develop: Skills of basic ear training	Students will develop: Knowledge of harmonic motion and progression
<b>Aesthetics &amp; Analysis</b>				
<b>Connections to History, Cultures, &amp; Disciplines</b>	Basic music history and how history affects style and harmony	The music of Debussy , the Russian masters and the early 20th century	Beethoven as the father of the Classical era Bach and his influence on jazz	How Stravinsky changed the face of music What is next in music?

INSTRUMENTAL MUSIC	9	10	11	12
<b>Power Standards</b>				
<b>Music Literacy</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>•Be able to read pieces up to four flats and four sharps with musicality and accuracy</li> <li>•Be able to handle meters such as 5/5, 6/4, 7/4, and 7/8</li> <li>•All rhythms up to 16ths</li> <li>•Advanced contrapuntal writing</li> <li>•Mixed meter (extensive)</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>•Be able to read pieces up to four flats and four sharps with musicality and accuracy</li> <li>•Be able to handle meters such as 5/5, 6/4, 7/4, and 7/8</li> <li>•All rhythms up to 16ths</li> <li>•Advanced contrapuntal writing</li> <li>•Mixed meter (extensive)</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>•Be able to read pieces up to four flats and four sharps with musicality and accuracy</li> <li>•Be able to handle meters such as 5/5, 6/4, 7/4, and 7/8</li> <li>•All rhythms up to 16ths</li> <li>•Advanced contrapuntal writing</li> <li>•Mixed meter (extensive)</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>•Be able to read pieces up to four flats and four sharps with musicality and accuracy</li> <li>•Be able to handle meters such as 5/5, 6/4, 7/4, and 7/8</li> <li>•All rhythms up to 16ths</li> <li>•Advanced contrapuntal writing</li> <li>•Mixed meter (extensive)</li> </ul>
<b>Performing Vocally or Instrumentally alone and w/others</b>	<ul style="list-style-type: none"> <li>•Be able to successfully perform pieces up to grade level 5 by senior year. By junior year, level 4.</li> <li>•Be able to perform multi-movement pieces in a variety of idioms</li> </ul>	<ul style="list-style-type: none"> <li>•Be able to successfully perform pieces up to grade level 5 by senior year. By junior year, level 4.</li> <li>•Be able to perform multi-movement pieces in a variety of idioms</li> </ul>	<ul style="list-style-type: none"> <li>•Be able to successfully perform pieces up to grade level 5 by senior year. By junior year, level 4.</li> <li>•Be able to perform multi-movement pieces in a variety of idioms</li> </ul>	<ul style="list-style-type: none"> <li>•Be able to successfully perform pieces up to grade level 5 by senior year. By junior year, level 4.</li> <li>•Be able to perform multi-movement pieces in a variety of idioms</li> </ul>



<b>Jazz Improvisation</b>		9	10	11	12
<b>Power Standards</b>					
		Students will develop:	Students will develop:	Students will develop:	Students will develop:
<b>Improvisation, Arranging, &amp; Composing</b>		Knowledge of dominant scales and melodic sequence	Knowledge of modes and the circle of fifths	Knowledge of dorian and lydian modes	Use of secondary dominants and dominant sequences
<b>Aesthetics &amp; Analysis</b>					
<b>Connections to History, Cultures, &amp; Disciplines</b>				The history of jazz style	
<b>Performing Vocally or Instrumentally alone and w/others</b>		Establish a modus operandi for learning tunes			

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course: Grade 1 Classroom Music**

**Content Area: Music**

**Brief Course Description:**

All first graders receive classroom music, which meets forty-five minutes per week for the entire school year. This course is an introduction to the basics of music literacy, vocal and instrumental performance, guided listening, movement, composition and improvisation. Students will build a working musical vocabulary, develop awareness of relationships between music and culture and continue to have opportunities to improvise and create. Lessons are comprised of hands-on activities including movement, stories, games and songs to make learning fun and engaging.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Observation of performance, composition	A1, A2, A6, A12	5	1, 2
Performing vocally or instrumentally alone and with others	Observation of performance, Self evaluation	A1, A2, A6	1, 2	4

<b>Second Tier Priority / Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Aesthetics and analysis	Observation of movement and class discussion	C1, C2, C3	6, 7	5
Connections to History and Culture	Class discussion	B1, B2, B3, B4	8	3
Improvising, arranging and composing	Written compositions, observation of performance	A2, A3, A5, A6	3, 4	1, 2, 6

**Instructional Strategies:**

Modeling  
Listening  
Copying  
Exploring

**Resources include many of the following but are not limited to:**

Davis, A., Amidon, P., & Amidon, M., (2000) *Chimes of Dunkirk*. Brattleboro:  
New England Dancing Masters Productions

Dworsky, A., & Sansby, B. (2002) *Slap Happy*. Minnetonka:  
Dancing Hands Music

Feierabend, J., (2000) *The Book of Pitch Exploration*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Call and Response*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Echo Songs*. Chicago:  
GIA Publications

World Music Press

Lyman, P., Feierabend, J., (2001) *Move It*, Chicago: GIA Publications

Mader, J., & Cobiere, P., (2003). *Music of The Village*. Fort Lauderdale:  
Musithang Publications

Schmid, W., (1995) *World Music Drumming Curriculum*. Milwaukee:  
Hal Leonard Corporation

Solomon, J., (1997) *Body Rondos*, Lakeland: Memphis Musicraft Publications

**Topics or Unit Descriptions and Timeframes:**

Vocal exploration – all year  
Improvisation- all year  
Steady beat- all year  
Instrument techniques- all year  
Expressive Movement – all year  
Composition – spring

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course: Grade 2 Classroom Music**

**Content Area: Music**

**Brief Course Description:**

All second graders receive classroom music, which meets forty-five minutes per week for the entire school year. This course is a continuation of first grade, reviewing and adding to the basics of music literacy, vocal and instrumental performance, guided listening, movement, composition and improvisation. Students will continue to build a working musical vocabulary, develop awareness of relationships between music and culture and continue to have opportunities to improvise and create. Lessons are comprised of hands-on activities including movement, stories, games and songs to make learning fun and engaging.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Observation of performance, composition	A1, A2, A6, A12	5	1, 2
Performing vocally or instrumentally alone and with others	Observation of performance, Self evaluation	A1, A2, A6	1, 2	4

<b>Second Tier Priority / Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Aesthetics and analysis	Observation of movement and class discussion	C1, C2, C3	6, 7	5
Connections to History and Culture	Class discussion	B1, B2, B3, B4	8	3
Improvising, arranging and composing	Written compositions, observation of performance	A2, A3, A5, A6	3, 4	1, 2, 6

**Instructional Strategies:**

Modeling  
Listening  
Copying  
Exploring

**Resources include but are not limited to:**

Davis, A., Amidon, P., & Amidon, M., (2000) *Chimes of Dunkurk*. Brattleboro:  
New England Dancing Masters Productions

Dworsky, A., & Sansby, B. (2002) *Slap Happy*. Minnetonka:  
Dancing Hands Music

Feierabend, J., (2000) *The Book of Pitch Exploration*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Call and Response*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Echo Songs*. Chicago:  
GIA Publications

World Music Press

Lyman, P., Feierabend, J., (2001) *Move It*, Chicago: GIA Publications

Mader, J., & Cobiere, P., (2003). *Music of The Village*. Fort Lauderdale:  
Musithang Publications

Schmid, W., (1995) *World Music Drumming Curriculum*. Milwaukee:  
Hal Leonard Corporation

Solomon, J., (1997) *Body Rondos*, Lakeland: Memphis Musicraft Publications

**Topics or Unit Descriptions and Timeframes:**

Vocal exploration – all year  
Improvisation- all year  
Steady beat- all year  
Instrument techniques- all year  
Expressive Movement – all year  
Composition – spring

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course: Grade 3 Classroom Music**

**Content Area: Music**

**Brief Course Description:**

All third graders receive classroom music, which meets forty-five minutes per week for the entire school year. This course is a continuation of second grade, reviewing and developing proficient music literacy skills, vocal and instrumental performance, guided listening, movement, composition and improvisation. Students will continue to build a working musical vocabulary, develop awareness of relationships between music and culture and continue to have opportunities to improvise and create. Lessons are comprised of hands-on activities including movement, stories, games and songs to make learning fun and engaging.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Observation of performance, composition	A1, A2, A6, A12	5	1, 2
Performing vocally or instrumentally alone and with others	Observation of performance, Self evaluation	A1, A2, A6	1, 2	4

<b>Second Tier Priority / Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Aesthetics and analysis	Observation of movement and class discussion	C1, C2, C3	6, 7	5
Connections to History and Culture	Class discussion	B1, B2, B3, B4	8	3
Improvising, arranging and composing	Written compositions, observation of performance	A2, A3, A5, A6	3, 4	1, 2, 6

**Instructional Strategies:**

Modeling  
Listening  
Copying  
Exploring

**Resources include but are not limited to:**

Davis, A., Amidon, P., & Amidon, M., (2000) *Chimes of Dunkurk*. Brattleboro:  
New England Dancing Masters Productions

Dworsky, A., & Sansby, B. (2002) *Slap Happy*. Minnetonka:  
Dancing Hands Music

Feierabend, J., (2000) *The Book of Pitch Exploration*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Call and Response*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Echo Songs*. Chicago:  
GIA Publications

World Music Press

Lyman, P., Feierabend, J., (2001) *Move It*, Chicago: GIA Publications

Mader, J., & Cobiere, P., (2003). *Music of The Village*. Fort Lauderdale:  
Musithang Publications

Schmid, W., (1995) *World Music Drumming Curriculum*. Milwaukee:  
Hal Leonard Corporation

Solomon, J., (1997) *Body Rondos*, Lakeland: Memphis Musicraft Publications

**Topics or Unit Descriptions and Timeframes:**

Vocal exploration – all year  
Improvisation- all year  
Steady beat- all year  
Instrument techniques- all year  
Expressive Movement – all year  
Composition – spring

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course: Grade 4 Classroom Music**

**Content Area: Music**

**Brief Course Description:**

All fourth graders receive classroom music, which meets forty-five minutes per week for the entire school year. This course is a continuation of third grade, reviewing and developing proficient music literacy skills, vocal and instrumental performance, guided listening, movement, composition and improvisation. Students will continue to build a working musical vocabulary, develop awareness of relationships between music and culture and continue to have opportunities to improvise and create. Lessons are comprised of hands-on activities including movement, stories, games and songs to make learning fun and engaging.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Observation of performance, composition	A1, A2, A6, A12	5	1, 2
Performing vocally or instrumentally alone and with others	Observation of performance, Self evaluation	A1, A2, A6	1, 2	4

<b>Second Tier Priority / Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Aesthetics and analysis	Observation of movement and class discussion	C1, C2, C3	6, 7	5
Connections to History and Culture	Class discussion	B1, B2, B3, B4	8	3
Improvising, arranging and composing	Written compositions, observation of performance	A2, A3, A5, A6	3, 4	1, 2, 6



**Instructional Strategies:**

Modeling  
Listening  
Copying  
Exploring

**Resources include but are not limited to:**

Davis, A., Amidon, P., & Amidon, M., (2000) *Chimes of Dunkurk*. Brattleboro:  
New England Dancing Masters Productions

Dworsky, A., & Sansby, B. (2002) *Slap Happy*. Minnetonka:  
Dancing Hands Music

Feierabend, J., (2000) *The Book of Pitch Exploration*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Call and Response*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Echo Songs*. Chicago:  
GIA Publications

World Music Press

Lyman, P., Feierabend, J., (2001) *Move It*. Chicago: GIA Publications

Mader, J., & Cobiere, P., (2003). *Music of The Village*. Fort Lauderdale:  
Musithang Publications

Schmid, W., (1995) *World Music Drumming Curriculum*. Milwaukee:  
Hal Leonard Corporation

Solomon, J., (1997) *Body Rondos*, Lakeland: Memphis Musicraft Publications

**Topics or Unit Descriptions and Timeframes:**

Vocal exploration – all year  
Improvisation- all year  
Steady beat- all year  
Instrument techniques- all year  
Expressive Movement – all year  
Composition – spring

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course: Grade 5**

**Content Area: Classroom Music**

**Brief Course Description:**

Fifth Graders will develop the following skills over the course of the year: Playing Orff instruments and various other types of classroom percussion instruments, singing, listening skills, and music literacy. Students will also explore the following topics: musical genres, ensembles, instruments, multicultural music, historical and cultural contexts of music and basic music theory.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Quizzes Performances	A1,A2	1,2,4,5	1,2
Performing vocally & instrumentally alone & with others a varied repertoire of music	Performance	A1,A2,B1	1,2,3,4,5,6,9	1,2,4,5
Aesthetics & Analysis	Discussion Projects	A3,B2,C1,E3 E4,E5		

<b>Second Tier Priority / Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Historical, Cultural & Disciplinary Connections	Projects Class Discussion	B2,E1,E2,E3 E4,E5	6,7,8,9	1,2,3,4,5
Improvising, Arranging & Composing	Performance	A1,A2,B2	2,3,4	1,2,4,5

**Instructional Strategies:**

Hands-on (Listening, moving, playing, singing)

Writing

Listening

Modeling

Reading

Group Work

**Resources:**

Davis, A., Amidon, P., & Amidon, M., (2000) *Chimes of Dunkurk*. Brattleboro:  
New England Dancing Masters Productions

Dworsky, A., & Sansby, B. (2002) *Slap Happy*. Minnetonka:  
Dancing Hands Music

Feierabend, J., (2000) *The Book of Pitch Exploration*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Canons*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Call and Response*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Echo Songs*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Young Adult Song Tales*. Chicago:  
GIA Publications

Hampton, W., (1995). *Hot Marimba*. Danbury:  
World Music Press

Hampton, W., (1998). *Marimba Mojo*. Danbury:  
World Music Press

Lyman, P., Feierabend, J., (2001) *Move It*, Chicago: GIA Publications

Mader, J., & Cobiere, P., (2003). *Music of The Village*. Fort Lauderdale:  
Musithang Publications

Schmid, W., (1995) *World Music Drumming Curriculum*. Milwaukee:  
Hal Leonard Corporation

Schmid, W., (2007) *New Ensembles and Songs*, Milwaukee:  
Hal Leonard Corporation

Solomon, J., (1997) *Body Rondos*, Lakeland: Memphis Musicraft Publications

**Topics or Unit Descriptions and Timeframes:**

Students complete approximately six major units per year. Typically each lesson lasts two classes. In the first class the concept or skill is introduced and then reviewed the second week. Several topics are covered during each class. With all music, the basic elements are present and it is only natural that concepts and topics overlap, consequently we cover several topics are concurrently. Units may be added or eliminated based on class size and student level of skill and interest. The Class meets once every six days for 45 minutes.

**Instruments**

- Instruments of the Orchestra
- World Instruments
- Drumming
- Orff instruments

**Music literacy**

- Quarter Notes
- Eighth Notes
- Whole Notes
- Half Notes
- The Staff
- Quadruple Meter
- Triple Meter
- Contour of Notes
- Step-Wise Motion
- Rests
- Reading a percussion score
- Counting

**Musical Theory**

- Scales
- Chords
- Melody
- Improvisation
- Musical Forms

**Composition**

- Lyrics
- Melody
- Non-Traditional Notation
- Traditional Notation

**Genres of music**

**American Folk music**

**Music of the African American Tradition**

**Irish Music**

**Classical Music**

**Jazz**

**Country Music**

**African Music**

**Ensembles**

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course: Grade 6**

**Content Area: Classroom Music**

**Brief Course Description:**

Sixth Graders will develop the following skills over the course of the year: Playing Orff instruments and various other types of classroom percussion instruments, singing, listening skills, and music literacy. Students will also explore the following topics: musical genres, ensembles, instruments, multicultural music, historical and cultural contexts of music and basic music theory.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Quizzes Performances		1,2,4,5	1,2
Performing vocally & instrumentally alone & with others a varied repertoire of music	Performance		1,2,3,4,5,6,9	1,2,4,5
Aesthetics & Analysis	Discussion Projects			

<b>Second Tier Priority / Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Historical, Cultural & Disciplinary Connections	Projects Class Discussion		6,7,8,9	1,2,3,4,5
Improvising, Arranging & Composing	Performance		2,3,4	1,2,4,5

**Instructional Strategies:**

Hands-on (Listening, moving, playing, singing)

Writing

Listening

Modeling

Reading

Group Work

**Resources:**

Davis, A., Amidon, P., & Amidon, M., (2000) *Chimes of Dunkirk*. Brattleboro:  
New England Dancing Masters Productions

Dworsky, A., & Sansby, B. (2002) *Slap Happy*. Minnetonka:  
Dancing Hands Music

Feierabend, J., (2000) *The Book of Pitch Exploration*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Canons*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Call and Response*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Echo Songs*. Chicago:  
GIA Publications

Feierabend, J., (2000) *The Book of Young Adult Song Tales*. Chicago:  
GIA Publications

Hampton, W., (1995). *Hot Marimba*. Danbury:  
World Music Press

Hampton, W., (1998). *Marimba Mojo*. Danbury:  
World Music Press

Lyman, P., Feierabend, J., (2001) *Move It*, Chicago: GIA Publications

Mader, J., & Cobiere, P., (2003). *Music of The Village*. Fort Lauderdale:  
Musithang Publications

Schmid, W., (1995) *World Music Drumming Curriculum*. Milwaukee:  
Hal Leonard Corporation

Schmid, W., (2007) *New Ensembles and Songs*, Milwaukee:  
Hal Leonard Corporation

Solomon, J., (1997) *Body Rondos*, Lakeland: Memphis Musicraft Publications

### **Topics or Unit Descriptions and Timeframes:**

Students complete approximately six major units per year. Typically each lesson lasts two classes. In the first class the concept or skill is introduced and then reviewed the second week. Several topics are covered during each class. With all music, the basic elements are present and it is only natural that concepts and topics overlap, consequently we cover several topics concurrently. Units may be added or eliminated based on class size and student level of skill and interest. The class meets once every six days for 45 minutes.

#### Instruments

- Instruments of the Orchestra
- World Instruments
- Drumming
- Orff instruments

#### Music literacy

- Quarter Notes
- Eighth Notes
- Whole Notes
- Half Notes
- The Staff
- Quadruple Meter
- Triple Meter
- Contour of Notes
- Step-Wise Motion
- Rests
- Reading a percussion score
- Counting

#### Musical Theory

- Scales
- Chords
- Melody
- Improvisation
- Musical Forms

#### Composition

- Lyrics
- Melody
- Non-Traditional Notation
- Traditional Notation



## Genres of music

American Folk music

Music of the African American Tradition

Irish Music

Classical Music

Jazz

Country Music

African Music

Ensembles

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course: Grade 7**

**Content Area: Classroom Music**

**Brief Course Description:**

Seventh graders will cover four major units over the course of the year. Students will put to use many of the basic music skills and concepts taught in grades five and six. For the first trimester (approximately 14 classes) students will study the keyboard. They will focus heavily on learning how to read music. Students will be able to work at their own pace and keep track of their progress. Following the piano unit is an in-depth unit of World Music Drumming. Students will play a variety of instruments and will explore world drumming. The third unit that students will complete is an exploration of the music software program, *Garage Band*. Students will become proficient with the many different ways that *Garage Band* can be used and become familiar with the other musical technology that can accompany the program. The last unit of the year is a short one where we will compare some of today's hip-hop music with African rhythms. Students will explore the essential questions: How does music of the past affect music of today? How does culture and society impact music?

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Quizzes Performances		1,2,4,5	1,2
Performing vocally & instrumentally alone & with others a varied repertoire of music	Performance		1,2,3,4,5,6,9	1,2,4,5
Aesthetics & Analysis	Discussion Projects			

<b>Second Tier Priority / Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Historical, Cultural & Disciplinary Connections	Projects Class Discussion		6,7,8,9	1,2,3,4,5
Improvising, Arranging & Composing	Performance		2,3,4	1,2,4,5

**Instructional Strategies:**

Hands-on (Listening, moving, playing, singing)

Writing

Listening

Modeling

Reading

Group Work

**Resources:**

Davis, A., Amidon, P., & Amidon, M., (2000) *Chimes of Dunkirk*. Brattleboro: New England Dancing Masters Productions

Dworsky, A., & Sansby, B. (2002) *Slap Happy*. Minnetonka: Dancing Hands Music

Feierabend, J., (2000) *The Book of Pitch Exploration*. Chicago: GIA Publications

Feierabend, J., (2000) *The Book of Canons*. Chicago: GIA Publications

Feierabend, J., (2000) *The Book of Call and Response*. Chicago: GIA Publications

Feierabend, J., (2000) *The Book of Echo Songs*. Chicago: GIA Publications

Feierabend, J., (2000) *The Book of Young Adult Song Tales*. Chicago: GIA Publications

Hampton, W., (1995). *Hot Marimba*. Danbury: World Music Press

Hampton, W., (1998). *Marimba Mojo*. Danbury: World Music Press

Lyman, P., Feierabend, J., (2001) *Move It.*, Chicago: GIA Publications

Mader, J., & Cobiere, P., (2003). *Music of The Village.* Fort Lauderdale:  
Musithang Publications

Schmid, W., (1995) *World Music Drumming Curriculum.* Milwaukee:  
Hal Leonard Corporation

Schmid, W., (2007) *New Ensembles and Songs, Milwaukee:*  
Hal Leonard Corporation

Solomon, J., (1997) *Body Rondos,* Lakeland: Memphis Musicraft Publications

### **Topics or Unit Descriptions and Timeframes:**

Students complete approximately four major units per year. Typically each lesson lasts two classes. In the first class the concept or skill is introduced and then reviewed the second week. Several topics are covered during each class. With all music, the basic elements are present and it is only natural that concepts and topics overlap, consequently we cover several topics concurrently. Units may be added or eliminated based on class size and student level of skill and interest. The class meets once every six days for 45 minutes.

#### Instruments

- Keyboards
- World Instruments
- Drumming
- Orff instruments

#### Music literacy

- Quarter Notes
- Eighth Notes
- Whole Notes
- Half Notes
- The Staff
- Quadruple Meter
- Triple Meter
- Contour of Notes
- Step-Wise Motion
- Rests
- Reading a percussion score
- Counting

#### Musical Theory

- Scales

Chords  
Melody  
Improvisation  
Musical Forms

Composition

Lyrics  
Melody  
Non-Traditional Notation  
Traditional Notation

Genres of music

American Folk music  
Music of the African American Tradition  
Irish Music  
Classical Music  
Jazz  
Country Music  
African Music  
Ensembles

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course: Grade 8**

**Content Area: Classroom Music**

**Brief Course Description:**

Eighth graders will study the guitar for the entire year during music class. Skills will include: Guitar strings, anatomy of the guitar and bass, tablature, chord charts, fingering charts, song charts, musical notation, bass technique, pick technique, various strumming patterns, classical and folk techniques, and tuning. Course content will include a heavy emphasis on music theory and style through the study of music from: Folk, blues, early rock, country, and contemporary music. Students will also have had the opportunity to use equipment such as the classical guitar, electric guitar, steel string guitar and the electric bass. At some points during the year, we will pause with the guitar and utilize the computer program: Garage band to compose music. Students will also leave with resources for finding guitar assistance and music on the web.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Quizzes Performances		1,2,4,5	1,2
Performing vocally & instrumentally alone & with others a varied repertoire of music	Performance		1,2,3,4,5,6,9	1,2,4,5
Aesthetics & Analysis	Discussion Projects			

<b>Second Tier Priority / Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>

Historical, Cultural & Disciplinary Connections	Projects Class Discussion		6,7,8,9	1,2,3,4,5
Improvising, Arranging & Composing	Performance		2,3,4	1,2,4,5

**Instructional Strategies:**

Hands-on (Listening, moving, playing, singing)

Writing

Listening

Modeling

Reading

Group Work

**Resources:**

Davis, A., Amidon, P., & Amidon, M., (2000) *Chimes of Dunkirk*. Brattleboro: New England Dancing Masters Productions

Dworsky, A., & Sansby, B. (2002) *Slap Happy*. Minnetonka: Dancing Hands Music

Feierabend, J., (2000) *The Book of Pitch Exploration*. Chicago: GIA Publications

Feierabend, J., (2000) *The Book of Canons*. Chicago: GIA Publications

Feierabend, J., (2000) *The Book of Call and Response*. Chicago: GIA Publications

Feierabend, J., (2000) *The Book of Echo Songs*. Chicago: GIA Publications

Feierabend, J., (2000) *The Book of Young Adult Song Tales*. Chicago: GIA Publications

Hampton, W., (1995). *Hot Marimba*. Danbury: World Music Press

Hampton, W., (1998). *Marimba Mojo*. Danbury: World Music Press

Lyman, P., Feierabend, J., (2001) *Move It*, Chicago: GIA Publications

Mader, J., & Cobiere, P., (2003). *Music of The Village*. Fort Lauderdale: Musithang Publications

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Hal Leonard Corporation

Schmid, W., (2007) *New Ensembles and Songs*, Milwaukee:  
Hal Leonard Corporation

Solomon, J., (1997) *Body Rondos*, Lakeland: Memphis Musicraft Publications

### **Topics or Unit Descriptions and Timeframes:**

Students complete approximately six major units per year. Typically each lesson lasts two classes. In the first class the concept or skill is introduced and then reviewed the second week. Several topics are covered during each class. With all music, the basic elements are present and it is only natural that concepts and topics overlap, consequently we cover several topics concurrently. Units may be added or eliminated based on class size and student level of skill and interest. The class meets once every six days for 45 minutes.

#### Instruments

- Guitars
- World Instruments
- Drumming
- Orff instruments

#### Music literacy

- Quarter Notes
- Eighth Notes
- Whole Notes
- Half Notes
- The Staff
- Quadruple Meter
- Triple Meter
- Contour of Notes
- Step-Wise Motion
- Rests
- Reading a percussion score
- Counting

#### Musical Theory

- Scales
- Chords
- Melody
- Improvisation
- Musical Forms



## Composition

Lyrics

Melody

Non-Traditional Notation

Traditional Notation

## Genres of music

American Folk music

Music of the African American Tradition

Irish Music

Classical Music

Jazz

Country Music

African Music

Ensembles

Blues

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course:** Fifth and Sixth Grade

**Content Area:** Chorus

**Brief Course Description:** Any fifth or sixth grader will have the opportunity to participate in the Cape Elizabeth Middle School Chorus. Throughout the year students will work toward overall musicianship and mastery of several skills belonging to the following three categories: Choral practices and techniques, repertoire, and music literacy.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Performance Observation	A4,A8,A9	1,2,5	1,4,5
Performing alone & with others	Performance	A4,A8,A9	1,2,5	1,4,5
Aesthetics & Analysis	Discussion	C1,C2 C5,C6	6,7	1,2,5

<b>Second Tier Priority / Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Historical, Cultural, Disciplinary Connections	Discussion	B1,B2 B4,B5 B6	8,9	1,2,4,5,6

**Instructional Strategies:**

- Teacher Modeling
- Aural/Oral tradition
- Solfege

Reading notation  
Discussion  
Listening  
Moving  
Performing

**Resources:**

GIA Publications

MMEA Publications

JW Pepper

MENC Publications

Bel Canto Solfeggio

**Web Sites:**

Music Educators National Conference: <http://www.menc.org/resources/>

American Choral Directors Association <http://acdaonline.org/>

**Teacher Generated Resources**

CEMS Choral Library has hundreds of pieces of choral literature that is appropriate for teaching various skills. Below is a list of publishers that are frequently used:

Hal Leonard  
Cambiata Press  
World Music Press  
Heritage Music Press  
Alfred Publishing  
Boosey and Hawkes  
Warner Brothers  
Earth Songs

Below is a list of frequently used arrangers that are frequently used and specialize in music that is age appropriate for young singers:

Jay Althouse  
Don Besig  
Nancy Price  
Mary Lynn-Lightfoot

Judith Cook-Tucker  
Nick Page  
Sally Albrecht  
Audrey Snyder  
Sean Caldwell/ Paul Ivory  
Audrey Snyder  
Roger Emerson  
Kirby Shaw

**Topics or Unit Descriptions and Timeframes:**

September to December- Preparation for our winter concert  
January- April, or May- Preparation for our spring concert

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course:** Seventh and Eighth Grade

**Content Area:** Chorus

**Brief Course Description:** Any seventh or eighth grader will have the opportunity to participate in the Cape Elizabeth Middle School Chorus. Throughout the year students will work toward overall musicianship and mastery of several skills belonging to the following three categories: Choral practices and techniques, repertoire, and music literacy. This curriculum is built up on skills and concepts covered in fifth and sixth grade chorus, but is designed to be accessible to the novice singer.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Performance Observation	A4,A8,A9	1,2,5	1,4,5
Performing alone & with others	Performance	A4,A8,A9	1,2,5	1,4,5
Aesthetics & Analysis	Discussion	C1,C2 C5,C6	6,7	1,2,5

<b>Second Tier Priority / Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Historical, Cultural, Disciplinary Connections	Discussion	B1,B2 B4,B5 B6	8,9	1,2,4,5,6

**Instructional Strategies:**

- Teacher Modeling
- Aural/Oral tradition

Solfege  
Reading notation  
Discussion  
Listening  
Moving  
Performing

**Resources:**

GIA Publishing

MENC Publishing

MMEA Publishing

JW Pepper

Bel Canto Solfeggio

**Web Sites:**

Music Educators National Conference: <http://www.menc.org/resources/>

American Choral Directors Association <http://acdaonline.org/>

**Teacher Generated Resources**

CEMS Choral Library has hundreds of pieces of choral literature that is appropriate for teaching various skills. Below is a list of publishers that are frequently used:

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Boosey and Hawkes  
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Earth Songs

Below is a list of frequently used arrangers that are frequently used and specialize in music that is age appropriate for young singers:

Jay Althouse  
Don Besig  
Nancy Price  
Mary Lynn-Lightfoot

Judith Cook-Tucker  
Nick Page  
Sally Albrecht  
Audrey Snyder  
Sean Caldwell/ Paul Ivory  
Audrey Snyder  
Roger Emerson  
Kirby Shaw

**Topics or Unit Descriptions and Timeframes:**

September to December- Preparation for our winter concert  
January- April, or May- Preparation for our spring concert

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course:** 5<sup>th</sup> Grade Instrumental Music

**Content Area:** Music

**Brief Course Description:**

Students will begin the process of learning how to play a musical instrument. Students will have a forty-five minute sectional (like-instrument groupings) once in the six-day rotation.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Performance	A4, A8, A9	1, 2, 5	1, 4, 5
Performing vocally or instrumentally alone and with others	Performance	A4, A8, A9	1, 2, 5	1, 4, 5

<b>Second Tier Priority / Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Aesthetics and analysis	Discussion, Writing	C1, C2, C5, C6	6, 7	1, 2, 5
Connections to history, culture, and other disciplines	Discussion	B1, B2, B4, B5, B6	8, 9	1, 2, 4, 5, 6

**Instructional Strategies:**

Hands-on (moving, playing, singing), listening, modeling, group discussions, peer critique, self-assessment

**Resources:**

Standard of Excellence, Book 1  
SmartMusic Practice Software

**Topics or Unit Descriptions and Timeframes:** As outlined in the method book.



**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course:** 6<sup>th</sup> Grade Instrumental Music

**Content Area:** Music

**Brief Course Description:**

Students will continue with the second year of learning to play a musical instrument. Some students will be switching to color instruments (oboe, bassoon, bass clarinet, horn, tenor sax, bari sax, tuba, etc). Students will have a weekly large ensemble rehearsal in addition to a forty-five minute sectional (like-instrument groupings) once in the six day rotation.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Performance	A4, A8, A9	1, 2, 5	1, 4, 5
Performing vocally or instrumentally alone and with others	Performance	A4, A8, A9	1, 2, 5	1, 4, 5

<b>Second Tier Priority / Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Aesthetics and analysis	Discussion, Writing	C1, C2, C5, C6	6, 7	1, 2, 5
Connections to history, culture, and other disciplines	Discussion	B1, B2, B4, B5, B6	8, 9	1, 2, 4, 5, 6

**Instructional Strategies:**

Hands-on (moving, playing, singing), listening, modeling, group discussions, peer critique, self-assessment

**Resources:**

Standard of Excellence, Book 2  
SmartMusic Practice Software  
Full band arrangements  
Recordings of band arrangements

**Topics or Unit Descriptions and Timeframes:** As outlined in the method book.

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course:** 7<sup>th</sup> Grade Instrumental Music

**Content Area:** Music

**Brief Course Description:**

Students will continue with the third year of learning to play a musical instrument. Each student will receive a forty-five minute sectional (like-instrument groupings) within the six-day rotation. In addition, students will be scheduled for full band twice in the six-day rotation

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

Priority / Mastery Knowledge & Skills	Assessment	MLR	NATIONAL STANDARDS FOR MUSIC	Cape Elizabeth Interdisciplinary Academic Expectations
Music Literacy	Performance	A4, A8, A9	1, 2, 5	1, 4, 5
Performing vocally or instrumentally alone and with others	Performance	A4, A8, A9	1, 2, 5	1, 4, 5

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR	NATIONAL STANDARDS FOR MUSIC	Cape Elizabeth Interdisciplinary Academic Expectations
Aesthetics and analysis	Discussion, Writing	C1, C2, C5, C6	6, 7	1, 2, 5
Connections to history, culture, and other disciplines	Discussion	B1, B2, B4, B5, B6	8, 9	1, 2, 4, 5, 6

**Instructional Strategies:**

Hands-on (moving, playing, singing), listening, modeling, group discussions, peer critique, self-assessment

**Resources:**

Handouts from various method books  
Full band arrangements  
Recordings of band arrangements

**Topics or Unit Descriptions and Timeframes:** As outlined in the method book and full band arrangements

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course:** 8<sup>th</sup> Grade Instrumental Music

**Content Area:** Music

**Brief Course Description:**

Students will continue with the third year of learning to play a musical instrument. Each student will receive a forty-five minute sectional (like-instrument groupings) within the six-day rotation. In addition, students will be scheduled for full band twice in the six-day rotation.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

Priority / Mastery Knowledge & Skills	Assessment	MLR	NATIONAL STANDARDS FOR MUSIC	Cape Elizabeth Interdisciplinary Academic Expectations
Music Literacy	Performance	A4, A8, A9	1, 2, 5	1, 4, 5
Performing vocally or instrumentally alone and with others	Performance	A4, A8, A9	1, 2, 5	1, 4, 5

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR	NATIONAL STANDARDS FOR MUSIC	Cape Elizabeth Interdisciplinary Academic Expectations
Aesthetics and analysis	Discussion, Writing	C1, C2, C5, C6	6, 7	1, 2, 5
Connections to history, culture, and other disciplines	Discussion	B1, B2, B4, B5, B6	8, 9	1, 2, 4, 5, 6

**Instructional Strategies:**

Hands-on (moving, playing, singing), listening, modeling, group discussions, peer critique, self-assessment

**Resources:**

Handouts from various method books  
Full band arrangements  
Recordings of band arrangements

**Topics or Unit Descriptions and Timeframes:** As outlined in the method book and full band arrangements

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course: 9-12 Band**

**Content Area: Music**

**Brief Course Description:**

Instrumental music grades 9-12 is a continuation of that subject area grades 5-8. As such, it builds on the concepts articulated in middle school band. Emphasis will be placed on refinement of basic techniques of tone production, articulation, intonation, expressiveness, and balance. The complexity of rhythmic, harmonic and technical concepts will increase throughout the grades 9-12 band experience. The priority learning goals are the basis for the implementation and successful completion of the secondary learning goals.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
-Be able to read pieces up to four flats and four sharps with musicality and accuracy -Be able to perform multi-movement pieces in a variety of idioms	Performance	A1, A2, B1	1, 2, 5	1, 2, 4, 6
-Be able to handle meters such as 5/4, 6/4, 7/4, and 7/8 -All rhythms up to 16 <sup>th</sup>	Performance	A1, A2, B1	1, 2, 5	1, 2, 4, 6
-Be able to successfully perform pieces up to grade level 5 by senior year. By junior year, level 4. -Advanced contrapuntal writing	Performance	A1, A2, B1	1, 2, 5	1, 2, 4, 6
-Be able to perform multi-movement pieces in a variety of idioms -Mixed meter (extensive)	Performance	A1, A2, B1	1, 2, 5	1, 2, 4, 6

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course:** Jazz Improvisation

**Content Area:** Music

**Brief Course Description:**

Jazz Improvisation is an advanced study of the material introduced in the middle school and in entry level jazz ensembles at the high school. From formative improvisation, students will move through a continuum that includes study of basic triadic harmony, then seventh chords, ninth chords, further extensions and altered chords. Students will study form as it pertains to construction of jazz solos and will be exposed to the modulatory schemes presented in the Circle of Fifths. Dominant, pentatonic, whole tone, major and minor scales will be taught and utilized as improvisatory tools. Rhythmic vocabulary will also be explored. Students will be exposed to important works of improvising artists and be required to write two transcription of important jazz solos.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Listening, Performance	A4, A8	1, 2, 5	1, 4, 5
<b>Second Tier Priority/Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Aesthetics and analysis	Discussion	C1, C2	6, 7	1, 2, 5
Connections to jazz history	Listening	B1, B4	8, 9	1, 4, 6

**Instructional Strategies:** Hands-on (playing), listening

**Resources:**

Play-along recordings, worksheets

**Cape Elizabeth Schools  
K-12 Curriculum Template**

**Grade Level / Course:** Music Theory

**Content Area:** Music

**Brief Course Description:**

Music theory is a continuation and enhancement of the concepts introduced in band and chorus in the middle school. As such, it builds on the concepts articulated in the middle school music program. Emphasis will be placed on ear training, construction and analysis of harmony, the continuum of harmonic, thematic and structural development from the Renaissance to the present. There will be significant emphasis on the aural aspects of theory. Included will be emphasis on delineation of chord qualities, melodic and harmonic intervals and dictation and notation of melodic lines. Theory as it applies to history will be explored and delineated.

**Cape Elizabeth Interdisciplinary Academic Expectations:**

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

<b>Priority / Mastery Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Music Literacy	Regular testing	A3, A4, A8	1, 2, 5	1, 2, 4, 6
Theory Literacy	Regular testing	A3, A4, A8	1, 2, 5	1, 2, 4, 6
<b>Second Tier Priority/Exposure Knowledge &amp; Skills</b>	<b>Assessment</b>	<b>MLR</b>	<b>NATIONAL STANDARDS FOR MUSIC</b>	<b>Cape Elizabeth Interdisciplinary Academic Expectations</b>
Aesthetics and analysis	Discussion, writing	C1, C2, C4, C6	7, 8	1, 4, 6
Connections to history, culture, and other disciplines	Discussion	B1, B2, B4, B5	8, 9	1, 2, 4, 5, 6

**Instructional Strategies:** Group discussions, demonstration, ear training, self-assessment

**Resources:**

Recordings and handouts