



*Middle Level
Instrumental Music
Curriculum Essentials
Document*



*Boulder Valley School District
Department of Curriculum and Instruction
May 2009*

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Music Introduction

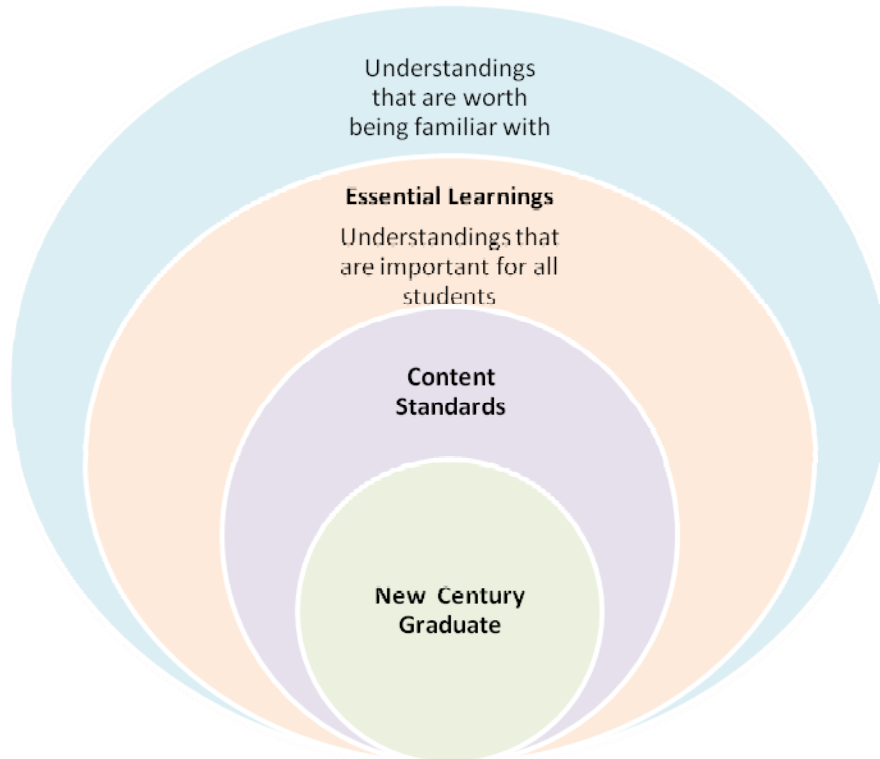
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Middle Level Instrumental Music Curriculum Essentials

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General Introduction

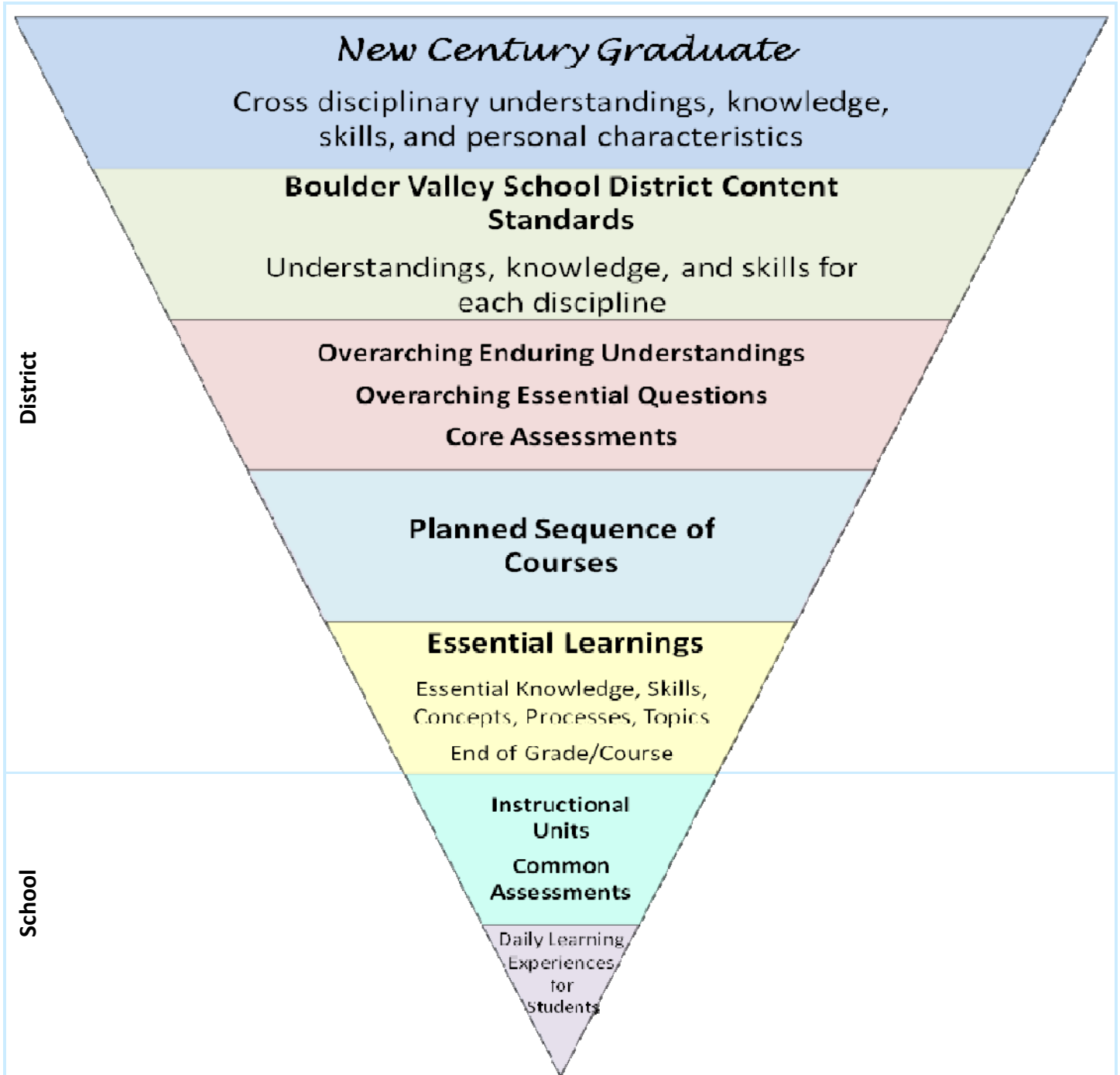
What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



Because we are faced with more content than we can reasonably address, we are obligated to make choices and frame priorities. A useful framework for establishing priorities is graphically depicted using 4 nested ovals. The innermost oval, *New Century Graduate*, represents the goals of schooling that have been identified by the Boulder Valley School District community. Moving to the next oval, *Content Standards*, levels of performance for each program of study are clearly articulated. The third oval, *Essential Learnings*, represents the **viable curriculum**. A curriculum is viable when the number of learnings can be accomplished in the time provided (usually a semester, trimester, or year). Thus, an Essentials Document identifies the priorities for learning that are necessary for successful learning at a particular grade level or course and beyond. It also identifies the essential knowledge, skills, concepts, topics, and processes that support the attainment of the essential learning. Finally, the largest oval represents the field of all possible content that might be examined during a grade level or course. This includes extended learning opportunities for students who have achieved the essential learnings or attending to background knowledge and skills that students may need to review or learn to ensure achievement of grade level or course essential learnings.

Curriculum Framework: Macro and Micro Levels

The New Century Graduate identifies the knowledge, skills and personal characteristics that our community has identified as the goals of schooling. Programs of study and curricular content are identified and addressed as a means for students' to attain this broader understanding and overall purpose of learning.



Adapted from Grant Wiggins and Jay McTighe (2007). *Schooling by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 64.

New Century Graduate Knowledge and Skills

Life Competencies

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks.

Understands money management, budgeting, balancing a checkbook, debt management, and record keeping.

Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading.

Knows how to search for a job and knows where to go to find answers.

Communication: Speaking and Writing

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences.

Uses correct grammar, spelling, and mechanics; organizes for effectiveness

Uses technology for effective communication

Multicultural/Global Perspective

Understands global customs, economics, literature, history, politics, religions, geography, and demographics.

Understands the contributions of different cultures to our society

Demonstrates proficiency in a language other than English.

Literacy: Reading

Reads critically, fluently, and with comprehension.

Reads for information research, pleasure and knowledge of literature.

Mathematics

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning.

Understands conservation and resource management.

History

Possesses knowledge of American and World Histories and their influence upon the present and the future.

Employs literature as a tool for learning about history across cultures.

Science

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems.

Knows how to apply the scientific method to real situations.

Arts

Experiences and appreciates music, visual arts, dance and theater.

New Century Graduate **Personal Characteristics**



Respect for Others (Values Others)

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

Initiative and Courage

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

Citizenship

Understands his or her role and responsibilities and contributes to the community, nation, and world.

Responsibility

Takes responsibility for own thoughts and actions, accepting the consequences.

Ethical Behavior

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

Flexibility and Open Mindedness

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

Self-respect

Possesses self-respect and confidence, while recognizing one's own limitations.

What are Enduring Understandings and Essential Questions?

Enduring Understandings are the big ideas central to a content area that have lasting value beyond the classroom and are transferable to new situations. Enduring understandings describe what, specifically, students should understand about the topic. Such understandings are generally abstract in nature and are often not obvious, thus requiring uncovering of a topic through sustained inquiry.

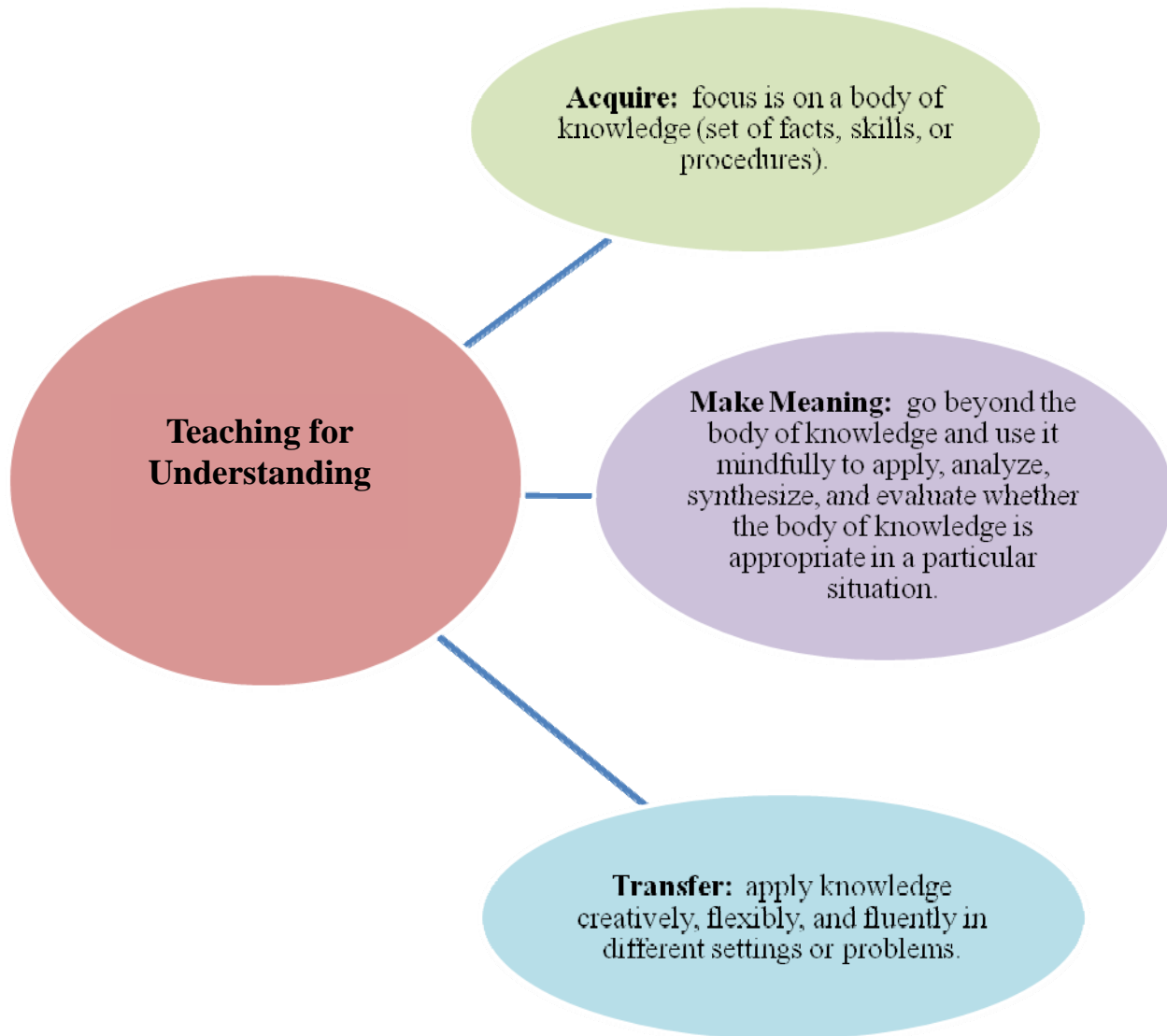
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the understandings the unit will cultivate about specific topics.

Essential Questions provoke deep thought, lively discussion, sustained inquiry, and new understandings culminating in meaningful performances. They require students to consider alternatives, weigh evidence, support their ideas, and justify answers. Essential questions do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Essential questions spark meaningful connections with prior learnings and personal experiences and create opportunities for transfer to other situations and subjects.

An essential question can be either overarching or topical in scope. Overarching essential questions are general in nature, causing genuine and relevant inquiry into the big ideas and core content. They cut across units and/or courses. Topical essential questions focus on a specific topic and meant to be answered—if only provisionally—by unit's end.

Teaching for Understanding

If learning is to endure in a flexible, adaptable way for future use, then teachers must design units that in provide opportunity for students to 1) acquire knowledge; 2) to deepen the meaning of that knowledge by using it mindfully, and 3) to transfer their learning to new situations or problems.



What Does it Mean to Understand?

Knowledge

- observation and recall of information
- knowledge of dates, events, places, major ideas
- *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

Comprehension

- grasp meaning and predict consequences
- order, group, classify, compare/contrast
- *Question Cues:* summarize, describe, contrast, predict, associate, distinguish, estimate, differentiate, discuss, report

Explanation

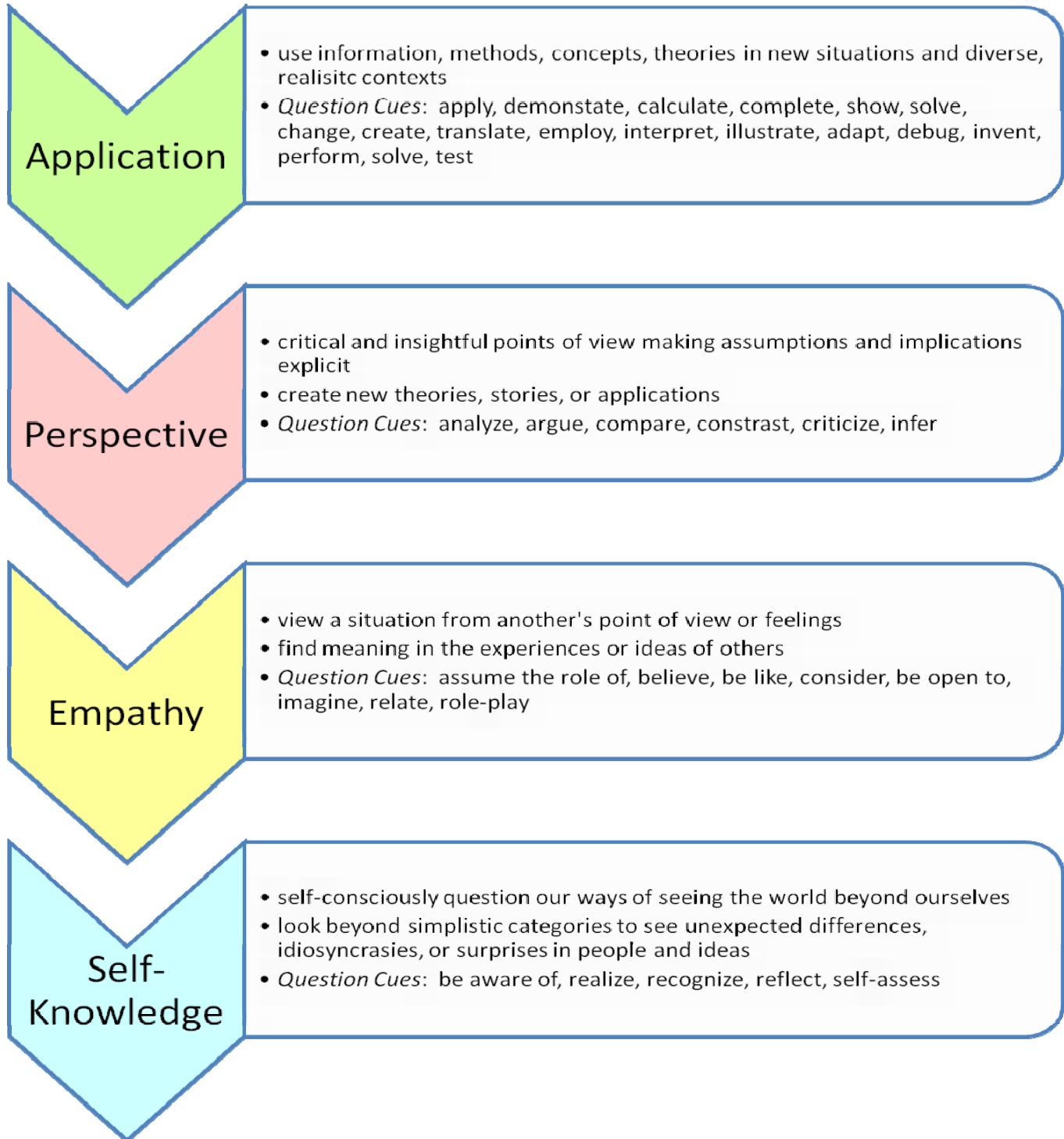
- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

Interpretation

- making sense of others' work or data using analogy, metaphors, and artistry
- infer meaning and relevance
- *Question cues:* relate, infer, interpret, compose, rewrite, rearrange, evaluate, conclude, make sense of, read between the lines, represent, translate

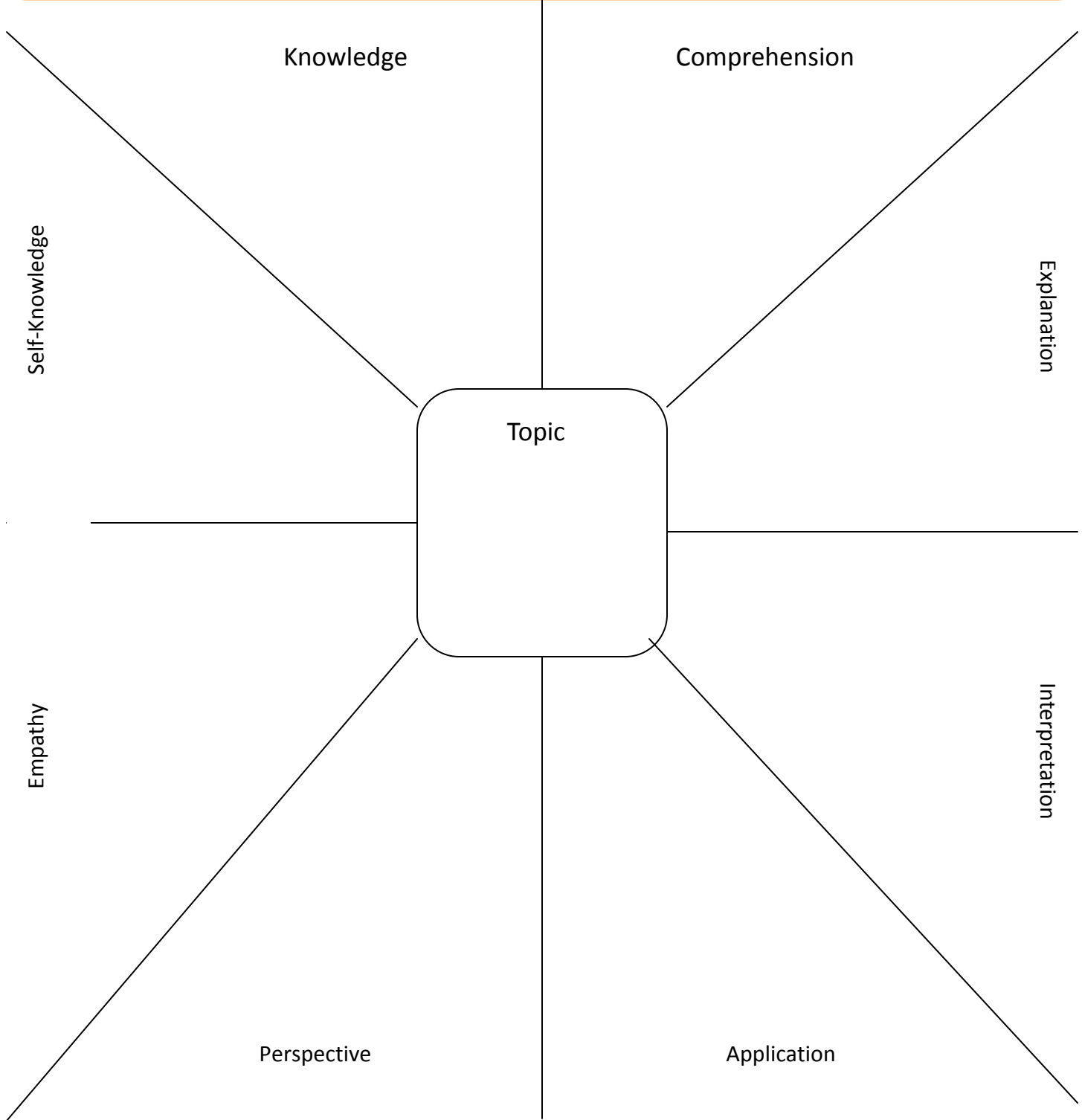
Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

What Does it Mean to Understand? (continued)



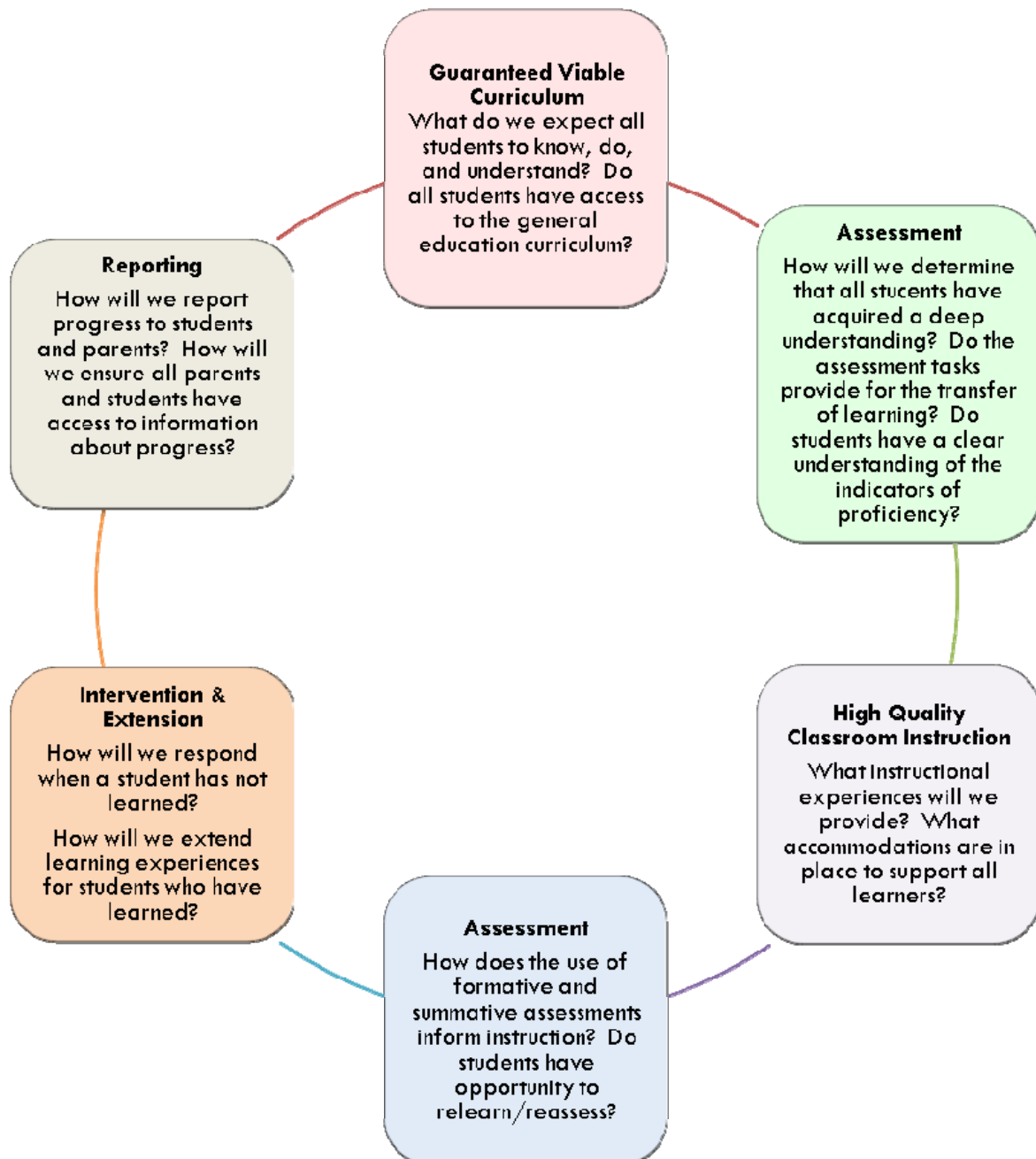
Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

Levels of Understanding Essential Questions



Instructional Framework Making the Connections

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



Characteristics of a Boulder Valley School District Standards-based Classroom

Curriculum

All Students Have Access to the General Education Curriculum

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/essential learnings, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

Instruction

Quality Instruction Demands Student-Teacher Collaboration in the Learning Process

Instruction focuses on standards/essential learnings/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

Characteristics of a Boulder Valley School District Standards-based Classroom

Assessment

Assessments are Tightly Aligned to the Standards

- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward essential learnings/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

Learning Environment

A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind

Design Templates

Unit Design Template

Desired Results	
BVSD Standard(s)/Essential Learnings	
Unit Enduring Understandings	Unit Essential Questions
Students will know.....	Students will be able to.....
Assessment Evidence	
Performance/Transfer Tasks	Other Evidence
Rubric	Student Self-Assessment and Reflection

Unit Design Template (continued)**Learning Plans****Learning Activities****Materials****Accommodations****Technology Integration**

Unit Design Template

Essential Learning:

Assessment:

Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

Curriculum Map

Month	Standards/Essential Learnings	Assessment	Knowledge Skills	Learning Activities	Accommodations	Materials

Curriculum Map

	August	September	October	November	December
Standards/ Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

	January	February	March	April	May
Standards/ Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

Month

Theme:

Unit Guiding Question(s):

Standards	Assessment	Knowledge and Skills	Learning Activities	Accommodations	Materials
Science					
Math					
Reading					
Writing					
Speaking					
Listening					
Social Studies					
Health					

Curriculum Map

Year At A Glance

	Reading	Writing	Math	Science	Social Studies	Health	Speaking/ Listening
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

Curriculum Map

Unit:

Timing:

Essential Questions

Standards/Essential Learnings

Notes	Assessments	Knowledge and Skills	Learning Activities	Accommodations	Materials

Curriculum Map

Unit:

Timing:

Standards/Essential Learnings	
Enduring Understandings	Assessment
Essential Questions	Knowledge and Skills
	Learning Activities
	Accommodations
	Materials

Curriculum Glossary of Terms

Anchor	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
Assessment	Assessment refers to the act of determining a value or degree.
Authentic assessment	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
Backward Design	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
Benchmark	Clearly demarcated progress points that serve as concrete indicators for a standard.
Big Idea	In <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring and important and transferable beyond the scope of a particular unit.
Concept	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
Content Standard	A content standard answers the question, “What a student should know, do or understand?”
Curriculum	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
Curriculum Implementation	Curriculum implementation is putting the curriculum into place.
Curriculum Mapping	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels, within a grade level to ensure a continuum of learning that makes sense for all students.
Enduring Understanding	Enduring understandings are specific inferences, based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic.

Curriculum Glossary of Terms (continued)

Essential Learnings	Essential Learnings are the backbone of a guaranteed viable curriculum. Essential Learnings are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas of proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learnings are the mandated curriculum of the Boulder Valley School District and form the basis upon which summative assessments are created.
Essential Question	An Essential Question lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and un-coverage of a subject. Essential questions do not yield a single answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be overarching, grade level specific, or unit specific in scope.
Essential Topics, Skills, Processes, Concepts	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
Formative assessment	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
Guaranteed Viable Curriculum	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
Learning Activities	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
Performance Task	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
Prerequisite knowledge and skill	The knowledge and skill required to successfully perform a culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.

Curriculum Glossary of Terms (continued)

Processes	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
Product	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
Rubric	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
Scope and Sequence	Scope refers to the breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. The order in which you do it. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
Strategies	Strategies are procedures, methods, or techniques to accomplish an essential learning.
Summative assessment	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.

Music Introduction



Boulder Valley School District Music Background

Introduction

The Boulder Valley Secondary Music Curriculum provides the foundation for quality music instruction for middle and high school students and represents the core program for which all music courses are accountable. The curriculum has three goals:

- To clearly articulate what every student should know, understand, and be able to do in music in each specialization (general, choral, instrumental) and at each level;
- To align with the current Colorado Content Standards for Music; and
- To reduce the breadth of music content at each specialization and level so that concepts can be explored in greater depth.

The Middle School Music program is a natural continuation of the vocal and instrumental programs at the elementary level. Courses are available to all students as an elective. Band, Choir and Orchestra are offered from sixth through eighth grade and meet several times a week. General music electives such as Show Choir and Music and Technology are also offered so students can further explore the world of music. The instrumental, vocal, and general music curricula provide substantive frameworks to guide teacher instruction. The curricula also communicate to parents and the community what skills and concepts are emphasized at each level.

The Boulder Valley High School Music Program is also available to all students as an elective and continues to build on skills and concepts emphasized at the middle school. Vocal and instrumental music are offered throughout the four years and classes meet several times a week. The secondary curriculum includes non-performance based classes such as Music Theory and Music History that are important for students who want to pursue the study of music other than, or in addition to, musical performance classes. As students grow musically, opportunities also grow with increased access to performing ensembles such as large mixed choirs, full

symphony orchestras, jazz, and chamber groups.

Philosophy

Music is an essential component of a child's education. In elementary music, students focus on singing, playing instruments, improvising, composing, reading and notating music, as well as analyzing, evaluating and integrating music with other academic disciplines. This skill-based approach spirals learning through each grade level and continues through the secondary levels and more advanced musical studies.

At the heart of music's importance is its ability to provide the student with a true aesthetic experience. Expressing this aesthetic sense through playing instruments or singing alone or with others is an activity as old as humankind. Through the secondary instrumental and vocal music programs, students develop this aesthetic sense as a constructive way to express thoughts and feelings. Learning about and participating in music teaches critical thinking, problem solving, teamwork, discipline, creativity and self-esteem – skills that transfer to all academics and other aspects of daily life through adulthood. Music is integral to every human culture and opens doors to understanding others through a universal language.

History

In 1994 the U.S. Congress approved the Goals 2000: Educate America Act. This legislation established the arts, with specific standards for music, as a core subject area in which students should be able to demonstrate competence.

The state of Colorado adopted Model Content Standards for Music in 1997, and the Boulder Valley Board of Education adopted the BVSD Academic Content Standards for Music, developed by the Music Task Force, in 1999. The Boulder Valley Secondary Music Curriculum is based upon and aligned with these standards which are included with this document.

Boulder Valley School District Music Content Standards

Music Standard 1

Students will sing alone and/or with others a varied repertoire of music.

Music Standard 2

Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.

Music Standard 3

Students will create, improvise, and/or compose music.

Music Standard 5

Students will listen to, analyze and describe music.

Music Standard 7

Students will understand relations among music, the other arts, and disciplines outside the arts.

Music Standard 4

Students will read and notate music.

Music Standard 6

Students will evaluate music and music performances.

Music Standard 8

Students will understand music in relation to history and culture.



Music Enduring Understandings and Essential Questions

Overarching Enduring Understandings

- Music-making is one of the oldest, most intimate and basic forms of communication and cultural expression.
- Singing and playing an instrument provide people with the means of learning musical and developmental skills.
- Through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements.
- Reading and notating music are essential to music literacy.
- Educated music listeners learn to describe, analyze and evaluate music and music performances as an expressive art form.
- Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.
- Music is an important element of the historical and cultural record of humankind.

Overarching Essential Questions

- Why and how do people create music?
- How do people sing and play an instrument?
- How is music communicated?
- How is music analyzed and understood?
- How is a music performance evaluated?
- What is the relationship between music and other disciplines?
- How does music reflect as well as shape history and culture?

Middle Level Instrumental Music Essential Learnings

Sixth Grade

- ♪ Sings passages from sixth grade band repertoire
- ♪ Performs as an effective member in an ensemble
- ♪ Creates short musical compositions in phrases
- ♪ Reads and writes melodies in the appropriate clef
- ♪ Analyzes musical events using appropriate music vocabulary
- ♪ Develops criteria to evaluate stylistic elements of a piece
- ♪ Articulates the connection between music and other subjects
- ♪ Performs and listens to music from various cultures and time periods

Seventh Grade

- ♪ Sings passages from sixth grade band repertoire
- ♪ Performs as an effective member in an ensemble
- ♪ Improvises an appropriate response to a melodic or rhythmic call
- ♪ Reads and notates more complex melodies with greater ease
- ♪ Analyzes musical events using appropriate music vocabulary
- ♪ Develops criteria to evaluate stylistic elements of a piece
- ♪ Articulates the connection between music and other subjects
- ♪ Performs and listens to pieces from various cultures and time periods

Middle Level Instrumental Music Essential Learnings

Eighth Grade

- ♪ Sings sections of eighth grade instrumental music repertoire
- ♪ Performs as an effective soloist
- ♪ Improvises an appropriate stylistic response to a melodic or rhythmic call
- ♪ Reads and writes at a technical level equal to playing skills
- ♪ Analyzes musical events using appropriate music vocabulary
- ♪ Develops criteria to evaluate stylistic elements of a piece
- ♪ Articulates the connection between music and other subjects
- ♪ Performs and listens to music from various cultures and time periods

Music Scope & Sequence K-5

Standard	K	1	2	3	4	5
Sing	Pitch Production	Pitch Patterns	Pitches Blending Elements	Rounds Words Expressive Elements	Partner Songs	Songs in Multi-Part Harmony
Perform on Instruments	Steady Beat	Beat and Rhythm Technique	Song Accompaniment	Melody	Conductor's Cues	Instruments in Multi-Part Harmony
Create, Improve, Compose	Melodic Answer and Question	Pattern Improvisation	Simple Rhythmic or Melodic Patterns	Musical Phrase	Composer's Structure	Theme and Variations Rondo Form
Read and Notate Music	Beat and Rhythm Quarter Notes and Rests	Quarter Notes Quarter Rests	Quarter Notes Quarter Rests Half Notes Half Rests Paired Eighth Notes	Basic Music Symbols	Music Symbols on Treble Staff	Music Symbols on Grand Staff
Listen To, Analyze, Describe Music	Elements of Music Music Sounds	Listening and Movement Characteristics of Music	Types of Instruments Form	Active Listening and Description	Instrument Families Folk Instruments	Ensemble Performances Solo Performances
Evaluate Music	Listening for Elements Music Vocabulary	Elements Effects in Performance or Composition	Additional Elements Effects in Performance or Composition	Precision Expressiveness	Interaction of Musical Elements	Music Quality and Effectiveness
Music and Other Disciplines	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)
History and Culture	Diverse Times and Cultures Musical Traditions	Japanese Music Traditions Mexican Music and Traditions Holiday Traditions	Indian Music and Traditions Chinese Music and Traditions Alaskan Music and Traditions	Historical Music of Colorado Native American Music	Historical Music of Colonial America Revolutionary War Patriotic Songs	American Music Post-Revolutionary to Turn of the Century Immigrant Contributions

Music Scope & Sequence Instrumental 5-8

Standard	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Sing	Passages from Fifth Grade Band/Orchestra Repertoire	Passages from Sixth Grade Band/Orchestra Repertoire	Passages from Seventh Grade Band/Orchestra Repertoire	Passages from Eighth Grade Band/Orchestra Repertoire
Perform on Instruments	Expressive Elements Proper Technique	Ensemble Performance	Small Ensemble Performance	Solo Performance
Create, Improve, Compose	Melodies Rhythmic Patterns	Music Compositions in Phrases	Appropriate Response to Melodic or Rhythmic Call	Stylistic Response to Melodic or Rhythmic Call
Read and Notate Music	Melodies in Appropriate Clef 3/4, 2/4, 4/4 Meters Whole, Dotted Half, Half, Quarter, Eighth Notes and Rests	Melodies in Appropriate Clef 6/8, 3/8, Common Time, and Cut Meters Sixteenth Notes and Dotted Rhythms	Complex Melodies Syncopated Patterns Sight Reading Advanced Terminology Harmonic and Rhythmic Elements	Technical Level Equal to Playing Skills 9/8 and 12/8 Meters Mastery of Reading and Writing Music Terminology
Listen To, Analyze, Describe Music	Musical Events Melody, Rhythm, Two and Four Measure Phrases Intervals of 3rd, 4th and 5th	Musical Events Melody, Form and Devices	Musical Events Four, Eight and Twelve Measure Phrases Twelve-Bar Blues Form Intervals of 2nd—7th, Unison and Octave Diatonic Tonal Center	Musical Events Triads and Chords Tonic and Dominant Tendencies Tension and Release
Evaluate Music	Stylistic Elements Quality and Effectiveness	Stylistic Elements Quality and Effectiveness	Stylistic Elements Quality and Effectiveness	Stylistic Elements Quality and Effectiveness
Music and Other Disciplines	Rhythm and Meter Concepts Related to Math Elements and Principles Related to Visual Art	Rhythm and Meter Concepts in Related to Math Elements and Principles Related to Visual Art Written Descriptions Literary Interpretation	Rhythm and Meter Concepts Related to Math Elements and Principles Related to Visual Art Written Practice Records	Rhythm and Meter Concepts Related to Math Music History Related to Other Historical Events/Timelines
History and Culture	American Music Post-Revolutionary to Turn of the Century Immigrant Contributions	Music from the Western Hemisphere (Emphasis on Aztec, Inca and Mayan Cultures)	Regional Styles Music from the Eastern Hemisphere (Emphasis on Middle East, Greece and Rome)	Regional Styles Six Main Periods of Music History Music from Colorado and Early America Up to 1900

Music Scope & Sequence

High School Instrumental 9-12

Standard	Level 1	Level 2	Level 3	Chamber Orchestra	Orchestra Winds
Sing	Contrasting Parts Style, Intonation, Phrasing, Articulation	Contrasting Parts Three or Four Parts	Sections of Instrumental Music One on a Part Four Part Music	Melodies Without Accompaniment More Than One Part	Melodies Without Accompaniment More Than One Part
Perform on Instruments	Technique Expressive Qualities Ensemble Skills Level 3 Music	Technique Expressive Qualities Ensemble Skills Level 4 Music	Technique Expressive Qualities Ensemble Skills Level 5 Music	Technique Expressive Qualities Small Ensembles Level 4-5 Music	Technique Expressive Qualities One or Two Students on a Part Level 4-5 Music
Create, Improve, Compose	Improvises Harmonizing Parts	Harmony with Melodic Lines	Melody Variations	Improvises /Composes Harmonizing Parts	Improvises /Composes Harmonizing Parts
Read and Notate Music	Reads Score With Up to Four Staves Sight Reading Level 3 Repertoire Terms and Symbols	Four Part Score Sight Reading Level 3 1/2 Repertoire Terms and Symbols Rhythmic Patterns in a Variety of Meters	Full Score Sight Reading Level 4 Repertoire Terms and Symbols Notational Symbols in 20th Century Music Scale Patterns	Complex Musical Ideas Sight Reading Level 3 Repertoire Terms and Symbols	Complex Musical Ideas Sight Reading Level 3 Repertoire Terms and Symbols
Listen To, Analyze, Describe Music	Technical Vocabulary Compositional Devices /Techniques	Musical Forms of Rondo, Concerto, Fugue, Sonata	Musical Description Use of Musical Materials	Comparison/Contrast Between Works of Music and Performances Distinctive Elements of Music	Comparison/Contrast Between Works of Music and Performances Distinctive Elements of Music
Evaluate Music	Musical Intent	Musical Intent	Aesthetic Qualities	Orchestra Literature and Performance	Orchestra Literature and Performance
Music and Other Disciplines	Music Related to Math Music History Related to Historical Events/ Timelines Physical Properties of Instruments	Music Related to Math Music History Related to Historical Events/Timelines Literary Interpretation	Music Related to Math Music History Related to Historical Events/Timelines Literary Interpretation	Music Related to Math Music History Related to Historical Events/Timelines Literary Interpretation	Music Related to Math Music History Related to Historical Events/Timelines Literary Interpretation
History and Culture	Six Main Periods of Music History	Genre, Style, Historical, Cultural Classifications American Music Genres	Stylistic Features Aesthetic Tradition Historical/Cultural Context	Uses of Elements of Music and Expressive Devices	Uses of Elements of Music and Expressive Devices

Music Glossary of Terms

Accompaniment	A part performed with the main part for richer effect
Arpeggio, Arpeggiated Form	The production of tones in a chord in succession rather than simultaneously
Articulation	In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected
Beat	The unit of rhythm; rhythmic pulse felt in most music
Classroom Instruments	Instruments typically used in the general music classroom, including recorder-type instruments, chorded zithers (e.g., Autoharps or ChromAharps), mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.
Compose	To create a piece of music
Cultures	A style of social and artistic expression unique to a particular community of people.
Dynamic levels, dynamics	Degrees of loudness.
Elements of Music	Pitch, rhythm, harmony, dynamics, timbre, texture, form.
Ensemble	A group of musicians who perform together with roughly equal contributions from all members
Expression	With appropriate dynamics, phrasing, style, and interpretation and appropriate variations in dynamics and tempo.
Form	The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.
Genre	A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).
Harmony/Harmonic	The simultaneous combination of notes in a chord.
Historical and cultural traditions	Styles of social and artistic expression unique to a particular community of people that have been inherited or established and serve as a vehicle to promote cultural continuity.
Improvise or Create	To compose, recite, play, or sing extemporaneously.
Instrument	In the broadest sense, a device used to produce music. More specifically used here to indicate the typical band instruments (flute, clarinet, oboe, bassoon, saxophone, trumpet, French horn, trombone, baritone, tuba and percussion instruments), or orchestral instruments (violin, viola, violoncello and bass) and keyboard instruments traditionally found in instrumental music classrooms.

Music Glossary of Terms (continued)

Level of Difficulty	<p>For purposes of these standards, music is classified into six levels of difficulty:</p> <ul style="list-style-type: none"> • Level 1--Very easy. Easy keys, meters, and rhythms; limited ranges. • Level 2--Easy. May include changes of tempo, key, and meter; modest ranges. • Level 3--Moderately easy. Contains moderate technical demands, expanded ranges, and varied interpretive requirements. • Level 4--Moderately difficult. Requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys. • Level 5--Difficult. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, subtle dynamic requirements. • Level 6--Very difficult. Suitable for musically mature students of exceptional competence. (Adapted with permission from NYSSMA Manual, Edition XXIII, published by the New York State School Music Association, 1991.)
Melody/Melodic	A rhythmically organized sequence of single tones so related to one another as to make up a particular musical phrase or idea.
Meter	The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of the work.
Meter signature	Numbers placed at the beginning of a musical composition which indicate the division of rhythmic pulses.
MIDI (Musical Instrument Digital Interface)	Standard specifications that enable electronic instruments such as the synthesizer, sampler, sequencer, and drum machine from any manufacturer to communicate with one another and with computers.
Movement	To move rhythmically, usually to music, using prescribed or improvised steps and gestures. Movement can be dance (i.e., folk, ballroom, ethnic or improvised) or it can be a kinesthetic gesture indicating pitch, phrasing, form, dynamics, or other musical elements.
Musical Idea	Phrase, theme, motive
Musical Diversity	Music literature drawn from a variety of historical periods, world cultures, musical styles and forms.
Notation	A system of figures or symbols used to represent numbers, qualities, or other facts or values as in musical notation.
Ostinato	A short musical phrase or melody that is repeated over and over, usually at the same pitch.

Music Glossary of Terms (continued)

Phrase/Phrasing	A segment of a composition, usually consisting of four or eight measures.
Pitch	To set a musical instrument or voice to a particular key
Repertoire	A comprehensive list of compositions, songs, pieces, or parts of pieces that a person is prepared to perform or recite.
Rhythm	A pattern of beats in a piece or a particular kind of music
Rondo	A piece of music in which the principal theme is repeated between at least two sections that contrast with it
Solfege	A technique for the teaching of sight-singing in which each note of the score is sung to a special syllable: do, re, mi, fa, sol, la, and ti.
Style	The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), form or type of composition (fugal style, contrapuntal style), or genre (operatic style, bluegrass style).
Technical Accuracy, Technical Skills	The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.
Tempo	The relative speed at which a composition is played.
Timbre	The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Sixth Grade Instrumental Music Curriculum Essentials



Boulder Valley School District Music Content Standards and Sixth Grade Instrumental Essential Learnings

Music Standard 1: *Students will sing alone and/or with others a varied repertoire of music.*

To meet this standard, a Sixth Grade student:

- √ Sings passages from sixth grade band repertoire.

Music Standard 2: *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

To meet this standard, a Sixth Grade student:

- √ Performs as an effective member in an ensemble.

Music Standard 3: *Students will create, improvise, and/or compose music.*

To meet this standard, a Sixth Grade student:

- √ Creates short musical compositions in phrases.

Music Standard 4: *Students will read and notate music.*

To meet this standard, a Sixth Grade student:

- √ Reads and writes melodies in the appropriate clef.

Music Standard 5: *Students will listen to, analyze and describe music.*

To meet this standard, a Sixth Grade student:

- √ Analyzes musical events using appropriate music vocabulary.

Music Standard 6: *Students will evaluate music and music performances.*

To meet this standard, a Sixth Grade student:

- √ Develops criteria to evaluate stylistic elements of a piece.

Music Standard 7: *Students will understand relations among music, the other arts, and disciplines outside the arts.*

To meet this standard, a Sixth Grade student:

- √ Articulates the connection between music and other subjects.

Music Standard 8: *Students will understand music in relation to history and culture.*

To meet this standard, a Sixth Grade student:

- √ Performs and listens to music from various cultures and time periods.

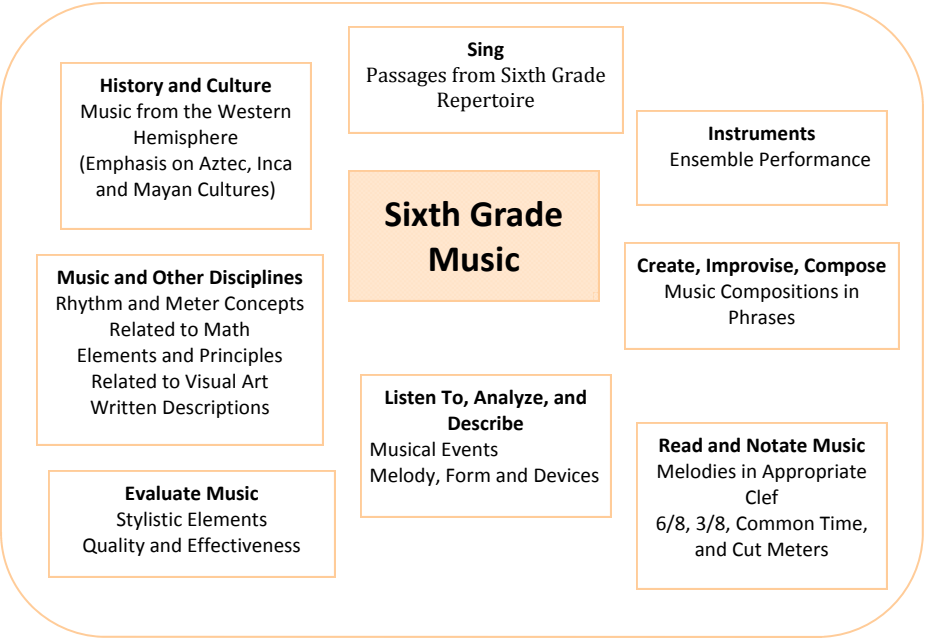
BVSD Sixth Grade Instrumental Music Overview

Course Description

Students in this course build on skills and concepts learned in fifth grade. Proper playing techniques and instrument maintenance are reviewed extensively to insure a strong foundation with the instrument. Students work on more difficult music with more parts played simultaneously. Repertoire is at a level of 1-1.5 on a scale from 1-6. Culminating performances are a meaningful and mandatory component of this full year course.

Effective Components of a Sixth Grade Music Program

- Maintains an inquiry-based learning environment
- Actively engages and motivates students in the process of learning music
- Provides learning activities that are appropriate in complexity and pacing
- Models and demonstrates accurate and artistic musical technique
- Selects challenging yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunity for individual and multiple groupings in performance and learning activities
- Differentiates music instruction to meet wide range of student needs
- Reinforces effort and provides recognition
- Integrates music with other content areas with an emphasis on literacy



Assessment

- | | |
|---|---|
| <ul style="list-style-type: none"> ✓ Pre-assessments ✓ Checks for understanding ✓ Observations/Anecdotal Records ✓ Student questions/ comments ✓ Personal reflections ✓ Teacher questions and prompts | <ul style="list-style-type: none"> ✓ Performance tasks (planning, in-progress, final) ✓ Critiques (group discussion, written reflection, in-progress) ✓ Peer assessments ✓ Self-assessments |
|---|---|

Essential Questions

- How does singing aid ensemble playing?
- How does a musician play effectively in an ensemble?
- How is organized music created and improvised?
- How is music read and notated?
- How can the characteristics of music be analyzed and described?
- What criteria can be used to evaluate the quality of a music performance or composition?
- How does music relate to other subject areas?
- How does music reflect history and culture?

Technology Integration & Information Literacy

- ① Creates music with a variety of media, including technology
- ① Records, stores, accesses, retrieves, plays, or presents music using available technology
- ① Practices, collaborates, communicates, and/or integrates media using available technology resources
- ① Formulates research questions about music
- ① Accesses school library, teacher-librarian, music collections, web resources, and other information or digital resources

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 1

Students will sing alone and/or with others a varied repertoire of music.

Enduring Understanding

Singing is a fundamental and universal form of expression that requires active listening skills and physical production. Singing instrumental parts internalizes rhythmic and melodic accuracy.

Essential Question

How does singing aid ensemble playing?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM1	Sings passages from sixth grade instrumental repertoire
	a	Sings phrases in unison and two-parts with appropriate intonation, balance, and blend

Key Academic Vocabulary: ensemble, phrase, intonation, balance, blend, two-parts

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 2

Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.

Enduring Understanding

Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production.

Essential Question

How does a musician play effectively in an ensemble?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM2	Performs as an effective member in an ensemble
		a Follows a conductor’s cues
		b Plays in tune with self and others
		c Plays with expression and more dynamic control
		d Plays with balance, blend, and phrasing
		e Plays in major and minor tonalities
		f Performs a varied repertoire of music at standardized level 1-1.5 (on a scale from 1-6)
		g Performs with proper articulation/bow handling

Key Academic Vocabulary: articulations (slur, staccato, accent, legato), bowings, conductor, cues, intonation, expression, control, balance, blend, phrasing, major, minor, scale, tempo

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

Students will create, improvise, and/or compose music.

Enduring Understanding

Composing and improvising are creative activities that explore and connect ideas with symbols, sound patterns and musical elements.

Essential Question

How is organized music created and improvised?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM3	Creates short musical compositions in phrases
	a	Composes and improvises short musical compositions for one’s major instrument
	b	Uses four and eight measure phrases to organize the music

Key Academic Vocabulary: phrase

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Reading and notating music enable students to comprehend and express the universal language of music.

Essential Question

How is music read and notated?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM4	Reads and writes melodies in the appropriate clef
	a	Reads and writes in meters of 6/8, 3/8, common time, and cut time meters
	b	Reads and writes sixteenth notes and dotted rhythms

Key Academic Vocabulary: sixteenth notes, dotted rhythms, common time, cut time, minor

Essential Learnings
Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

Musicianship is developed through listening to and analyzing music.

Essential Question

How can the characteristics of music be analyzed and described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM5	Analyzes musical events using appropriate music vocabulary
		a Describes aspects of melody
		b Identifies form in music performance
		c Identifies musical devices

Key Academic Vocabulary: form (ABA, ABBA, repeated sections, del segno, da capo, fine coda), musical devices (dynamic contrast, crescendo, diminuendo, grand pause, accelerando, ritardando)

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 6

Students will evaluate music and music performances.

Enduring Understanding

Music is a living art form that can be evaluated in different ways.

Essential Question

What criteria can be used to evaluate the quality of a music performance or composition?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM6	Develops criteria to evaluate stylistic elements of a piece
		a Uses stylistic elements to evaluate the effectiveness and quality of music

Key Academic Vocabulary: melody, harmony, style, form, meter, rhythm, precision, intonation

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 7

Students will understand relations among music, the other arts, and disciplines outside the arts.

Enduring Understanding

Music is connect to all other academic disciplines.

Essential Question

How does music relate to other subject areas?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM7	Articulates the connection between music and other subjects
		a Describes how rhythm and meter concepts relate to math
		b Demonstrates written work to describe music
		c Articulates literary interpretation of musical phrases

Key Academic Vocabulary: phrase, pattern

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Music is an important element of the historical and cultural record of humankind.

Essential Question

How does music reflect history and culture?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM8	Performs and listens to music from various cultures and time periods
		a Identifies characteristics of regional styles
		b Performs excerpts or pieces from various cultures and time periods with a focus on regions studied in sixth grade social studies (Mayan, Western Hemisphere, Aztec cultures)

Key Academic Vocabulary: Inca, Maya, Western hemisphere, South America, pentatonic, reggae, calypso

Suggested Timelines

Topic	Suggested Timeframe
Passages from Sixth Grade Repertoire	Embedded throughout the course
Ensemble Performance	Embedded throughout the course
Music Compositions in Phrases	Embedded throughout the course
Melodies in Appropriate Clef	Embedded throughout the course
6/8, 3/8, Common Time and Cut Meters	Embedded throughout the course
Sixteenth Notes and Dotted Rhythms	Embedded throughout the course
Musical Events	Embedded throughout the course
Melody, Form and Devices	Embedded throughout the course
Stylistic Elements	Embedded throughout the course
Quality and Effectiveness	Embedded throughout the course
Rhythm and Meter Concepts Related to Math	Embedded throughout the course
Elements and Principles Related to Visual Art	Embedded throughout the course
Written Descriptions	Embedded throughout the course
Literary Interpretation	Embedded throughout the course
Music from the Western Hemisphere (Emphasis on Aztec, Inca and Mayan Cultures)	Embedded throughout the course

Seventh Grade Instrumental Music Curriculum Essentials



Boulder Valley School District Music Content Standards and Seventh Grade Instrumental Music Essential Learnings

Music Standard 1: *Students will sing alone and/or with others a varied repertoire of music.*

To meet this standard, a Seventh Grade student:

- √ Sings passages from seventh grade band repertoire.

Music Standard 2: *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

To meet this standard, a Seventh Grade student:

- √ Performs as an effective member in an ensemble.

Music Standard 3: *Students will create, improvise, and/or compose music.*

To meet this standard, a Seventh Grade student:

- √ Improvises an appropriate response to a melodic or rhythmic call.

Music Standard 4: *Students will read and notate music.*

To meet this standard, a Seventh Grade student:

- √ Reads and notates more complex melodies with greater ease.

Music Standard 5: *Students will listen to, analyze and describe music.*

To meet this standard, a Seventh Grade student:

- √ Analyzes musical events using appropriate music vocabulary.

Music Standard 6: *Students will evaluate music and music performances.*

To meet this standard, a Seventh Grade student:

- √ Develops criteria to evaluate stylistic elements of a piece.

Music Standard 7: *Students will understand relations among music, the other arts, and disciplines outside the arts.*

To meet this standard, a Seventh Grade student:

- √ Articulates the connection between music and other subjects.

Music Standard 8: *Students will understand music in relation to history and culture.*

To meet this standard, a Seventh Grade student:

- √ Performs and listens to pieces from various cultures and time periods.

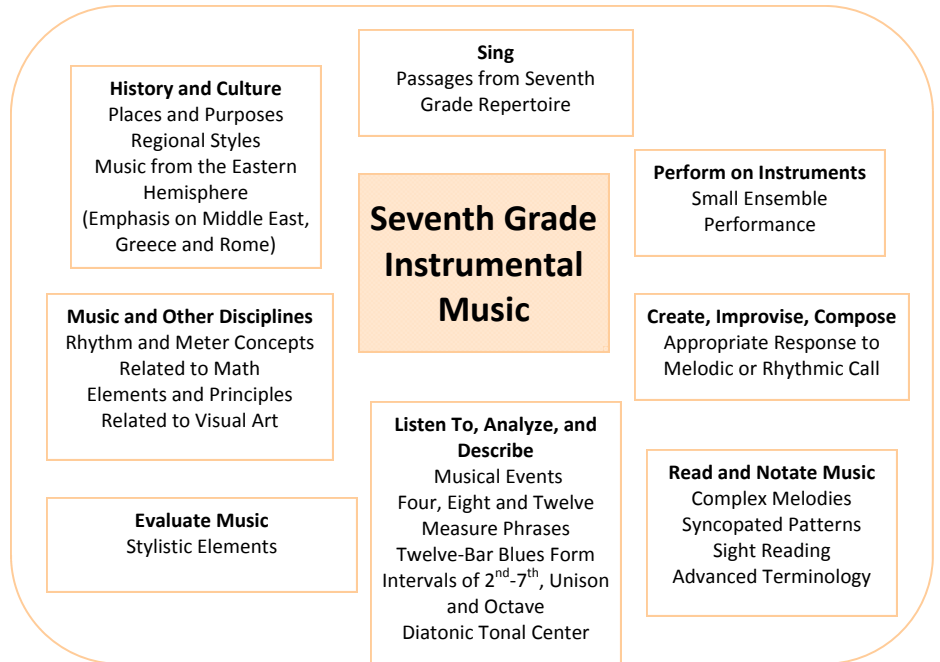
BVSD Seventh Grade Instrumental Music Overview

Course Description

Students in this Level II course build on skills and concepts learned in previous years and add additional layers of complexity and accuracy. Students focus on playing with more confidence in smaller ensembles. Instrumental repertoire is at a Level II on a scale from 1 to 6. Culminating performances are a meaningful and mandatory component of this full year course.

Effective Components of a Seventh Grade Music Program

- Maintains an inquiry-based learning environment
- Actively engages and motivates students in the process of learning music
- Provides learning activities that are appropriate in complexity and pacing
- Models and demonstrates accurate and artistic musical technique
- Selects challenging yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunity for individual and multiple groupings in performance and learning activities
- Differentiates music instruction to meet wide range of student needs
- Reinforces effort and provides recognition
- Integrates music with other content areas with an emphasis on literacy



Assessment

- ✓ Pre-assessments
- ✓ Performance tasks (planning, in-progress, final)
- ✓ Checks for understanding
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Observations/Anecdotal Records
- ✓ Peer assessments
- ✓ Student questions/comments
- ✓ Self-assessments
- ✓ Personal reflections
- ✓ Teacher questions and prompts

Essential Questions

- How does singing aid small ensemble performance?
- How do musicians play effectively in small ensembles?
- How do instrumentalists create a response to a given call?
- How is music read and notated?
- How can the characteristics of music be analyzed and described?
- What criteria can be used to evaluate the quality of a music performance or composition?
- How does music relate to other subject areas?
- How does music reflect history and culture?

Technology Integration & Information Literacy

- ① Creates music with a variety of media, including technology
- ① Records, stores, accesses, retrieves, plays, or presents music using available technology
- ① Practices, collaborates, communicates, and/or integrates media using available technology resources
- ① Formulates research questions about music
- ① Accesses school library, teacher-librarian, music collections, web resources, and other information or digital resources

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 1

Students will sing alone and/or with others a varied repertoire of music.

Enduring Understanding

Singing is a fundamental and universal form of expression that requires active listening skills and physical production. Singing instrumental parts internalizes rhythmic and melodic accuracy.

Essential Question

How does singing aid small ensemble performance?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM1	Sings longer passages from seventh grade instrumental repertoire
		a Sings phrases while other parts are also being sung
		b Sings more in tune with self and others
		c Sings with understanding of rhythmic, harmonic, and melodic elements

Key Academic Vocabulary: multiple parts, rhythmic, harmonic and melodic elements

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 2

Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.

Enduring Understanding

Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production.

Essential Question

How do musicians play effectively in small ensembles?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM2	Performs as an effective member of a small ensemble
		a Plays expressively and with control as indicated by conductor
		b Plays more in tune with self and others
		c Develops skills to tune own instrument
		d Performs music indicating an understanding of rhythmic, melodic, and harmonic elements
		e Performs music in major and minor tonalities in addition to one octave of chromatic scale
		f Performs with confidence music at standardized level 2 (on a scale of 1-6)
		g Develops strategies to independently choose and perform an appropriate musical style
		h Performs with expressive elements

Key Academic Vocabulary: Bowing, chromatic scale, melodic and harmonic elements, rhythmic, spiccato, style, tenuto, vibrato

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

Students will create, improvise, and/or compose music.

Enduring Understanding

Composing and improvising are creative activities that explore and connect ideas with symbols, sound patterns and musical elements.

Essential Question

How do instrumentalists create a response to a given call?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM3	Improvise an appropriate response to a melodic or rhythmic call
		a Creates a musical idea in a similar style and length to a given phrase

Key Academic Vocabulary: call and response, style, phrase, repetition

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Reading and notating music enable students to comprehend and express the universal language of music.

Essential Question

How is music read and notated?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM4	Reads and notates more complex melodies with greater ease
		a Reads and writes syncopated patterns
		b Sight-reads simple music on major instrument
		c Recognizes more advanced musical terminology (terms in French, German, and Italian)
		d Reads and notates harmonic and rhythmic elements

Key Academic Vocabulary: Syncopation, sight-reading, world language music terms (French, German, Italian)

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

Musicianship is developed through listening to and analyzing music.

Essential Question

How can the characteristics of music be analyzed and described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM5	Analyzes musical events using appropriate music vocabulary
		a Recognizes 4, 8, and 12 measure phrases
		b Recognizes phrases in 12-bar blues form
		c Identifies intervals of 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , unison and octave
		d Recognizes diatonic tonal center

Key Academic Vocabulary: 12-bar blues, unison, octave, diatonic, tonal center

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 6

Students will evaluate music and music performances.

Enduring Understanding

Music is a living art form that can be evaluated in different ways.

Essential Question

What criteria can be used to evaluate the quality of a music performance or composition?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM6	Develops criteria to evaluate stylistic elements of a piece
		a Formulates questions related to quality and effectiveness of music performances

Key Academic Vocabulary: tonality, expression

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 7

Students will understand relations among music, the other arts, and disciplines outside the arts.

Enduring Understanding

Music is connect to all other academic disciplines.

Essential Question

How does music relate to other subject areas?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM7	Articulates the connection between music and other subjects
		a Describes how rhythm and meter concepts relate to math
		b Describes how the principles of design and elements relate to visual art
		c Demonstrate written practice records

Key Academic Vocabulary: emphasis, use of space

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Music is an important element of the historical and cultural record of humankind.

Essential Question

How does music reflect history and culture?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM8	Performs and listens to music from various cultures and time periods
	a	Identifies characteristics of regional styles
	b	Performs excerpts or pieces from various cultures and time periods with a focus on regions studied in seventh grade social studies (Middle East, Greece, Rome)

Key Academic Vocabulary: African rhythms, Asian tonalities, ancient cultures

Suggested Timelines

Topic	Suggested Timeframe
Passages from Seventh Grade Repertoire	Embedded throughout the course
Small Ensemble Performance	Embedded throughout the course
Appropriate Response to Melodic or Rhythmic Call	Embedded throughout the course
Complex Melodies	Embedded throughout the course
Syncopated Patterns	Embedded throughout the course
Sight Reading	Embedded throughout the course
Advanced Terminology	Embedded throughout the course
Harmonic and Rhythmic Elements	Embedded throughout the course
Musical Events	Embedded throughout the course
Four, Eight and Twelve Measure Phrase	Embedded throughout the course
Twelve-Bar Blues Form	Embedded throughout the course
Intervals of 2 nd -7 th , Unison and Octave	Embedded throughout the course
Diatonic Tonal Center	Embedded throughout the course
Stylistic Elements	Embedded throughout the course
Quality and Effectiveness	Embedded throughout the course
Rhythm and Meter Concepts Related to Elements and Principles Related to Visual Art	Embedded throughout the course
Written Practice Records	Embedded throughout the course
Regional Styles	Embedded throughout the course
Music from the Eastern Hemisphere (Emphasis on Middle East, Greece and Rome)	Embedded throughout the course

Eighth Grade Instrumental Music Curriculum Essentials



Boulder Valley School District Music Content Standards and Eighth Grade Instrumental Music Essential Learnings

Music Standard 1: *Students will sing alone and/or with others a varied repertoire of music.*

To meet this standard, an Eighth Grade student:

- √ Sings sections of eighth grade instrumental music repertoire.

Music Standard 2: *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

To meet this standard, an Eighth Grade student:

- √ Performs as an effective soloist.

Music Standard 3: *Students will create, improvise, and/or compose music.*

To meet this standard, an Eighth Grade student:

- √ Improvises an appropriate stylistic response to a melodic or rhythmic call.

Music Standard 4: *Students will read and notate music.*

To meet this standard, an Eighth Grade student:

- √ Reads and writes at a technical level equal to playing skills.

Music Standard 5: *Students will listen to, analyze and describe music.*

To meet this standard, an Eighth Grade student:

- √ Analyzes musical events using appropriate music vocabulary.

Music Standard 6: *Students will evaluate music and music performances.*

To meet this standard, an Eighth Grade student:

- √ Develops criteria to evaluate stylistic elements of a piece.

Music Standard 7: *Students will understand relations among music, the other arts, and disciplines outside the arts.*

To meet this standard, an Eighth Grade student:

- √ Articulates the connection between music and other subjects.

Music Standard 8: *Students will understand music in relation to history and culture.*

To meet this standard, an Eighth Grade student:

- √ Performs and listens to music from various cultures and time periods.

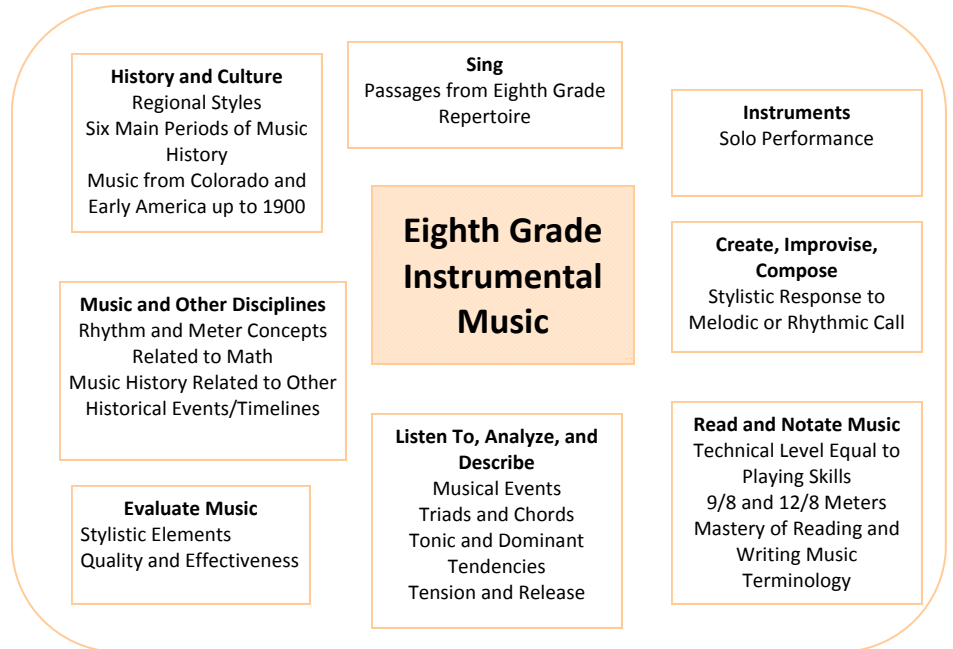
BVSD Eighth Grade Instrumental Music Overview

Course Description

Students in this Level III course builds on skills and concepts learned in previous years and add additional layers of complexity and accuracy. Students focus on playing longer and more difficult pieces of music (grade 2.5-3 on a scale of 1-6) and the skills needed to become an effective soloist. Culminating performances are a meaningful and mandatory component of this full year course.

Effective Components of a Eighth Grade Instrumental Music Program

- Maintains an inquiry-based learning environment
- Actively engages and motivates students in the process of learning music
- Provides learning activities that are appropriate in complexity and pacing
- Models and demonstrates accurate and artistic musical technique
- Selects challenging yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunity for individual and multiple groupings in performance and learning activities
- Differentiates music instruction to meet wide range of student needs
- Reinforces effort and provides recognition
- Integrates music with other content areas with an emphasis on literacy



Assessment

- ✓ Pre-assessments
- ✓ Checks for understanding
- ✓ Observations/Anecdotal Records
- ✓ Student questions/comments
- ✓ Personal reflections
- ✓ Teacher questions and prompts
- ✓ Performance tasks (planning, in-progress, final)
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Peer assessments
- ✓ Self-assessments

Essential Questions

- How does singing aid solo instrument playing?
- How can musicians be effective soloists?
- How do instrumentalists create a response to a given call in a variety of styles?
- How is music read and notated?
- How can the characteristics of music be analyzed and described?
- What criteria can be used to evaluate the quality of a music performance or composition?
- How does music relate to other subject areas?
- How does music reflect history and culture?

Technology Integration & Information Literacy

- ① Creates music with a variety of media, including technology
- ① Records, stores, accesses, retrieves, plays, or presents music using available technology
- ① Practices, collaborates, communicates, and/or integrates media using available technology resources
- ① Formulates research questions about music
- ① Accesses school library, teacher-librarian, music collections, web resources, and other information or digital resources

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 1

Students will sing alone and/or with others a varied repertoire of music.

Enduring Understanding

Singing is a fundamental and universal form of expression that requires active listening skills and physical production. Singing instrumental parts internalizes rhythmic and melodic accuracy.

Essential Question

How does singing aid solo instrument playing?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM1	Sings sections of eighth grade instrumental music repertoire
	a	Sings with appropriate style
	b	Sings with accurate intonation

Key Academic Vocabulary: style, intonation

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 2

Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.

Enduring Understanding

Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production.

Essential Question

How can musicians be effective soloists?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM2	Performs as an effective soloist
		a Demonstrates a higher level of technical ability in rhythmic and melodic applications
		b Performs a varied repertoire of music at standardized level 2.5-3 (on a scale from 1-6)
		c Tunes the instrument independently with ease
		d Performs two contrasting musical styles effectively
		e Plays chromatic scale in two octaves
		f Chooses and performs music appropriate to major instrument repertoire

Key Academic Vocabulary: soloist, contrasting styles, repertoire

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

Students will create, improvise, and/or compose music.

Enduring Understanding

Composing and improvising are creative activities that explore and connect ideas with symbols, sound patterns and musical elements.

Essential Question

How do instrumentalists create a response to a given call in a variety of styles?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM3	Improvise an appropriate stylistic response to a melodic or rhythmic call
		a Creates a musical idea in various styles to a given call

Key Academic Vocabulary: call and response, style

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Reading and notating music enable students to comprehend and express the universal language of music.

Essential Question

How is music read and notated?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM4	Reads and writes at a technical level equal to playing skills
	a	Plays in 9/8 and 12/8 meters
	b	Demonstrates mastery of reading and writing music terminology in English, French, German, and Italian as used in repertoire

Key Academic Vocabulary: compound meter, mixed meter

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

Musicianship is developed through listening to and analyzing music.

Essential Question

How can the characteristics of music be analyzed and described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM5	Analyzes musical events using appropriate music vocabulary
		a Recognizes triads and chords
		b Relates tonic and dominant tendencies to elements of tension and release

Key Academic Vocabulary: intervals, consonance/dissonance

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 6

Students will evaluate music and music performances.

Enduring Understanding

Music is a living art form that can be evaluated in different ways.

Essential Question

What criteria can be used to evaluate the quality of a music performance or composition?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM6	Develops criteria to evaluate stylistic elements of a piece
		a Formulates questions related to quality and effectiveness of music performances

Key Academic Vocabulary: tonality, expression, use of space

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 7

Students will understand relations among music, the other arts, and disciplines outside the arts.

Enduring Understanding

Music is connect to all other academic disciplines.

Essential Question

How does music relate to other subject areas?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM7	Articulates the connection between music and other subjects
		a Describes how rhythm and meter concepts relate to math
		b Describes relationships of composers, arrangers, and music being performed to historical events and timelines
		c Demonstrates understanding of physical properties of the major instruments including instrument making and repair

Key Academic Vocabulary: Line/phrase, dynamics/graphing

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Music relates to history and culture.

Essential Question

How does music reflect history and culture?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM8	Performs and listens to music from various cultures and time periods
		a Identifies characteristics of regional styles and six main periods of music history
		b Performs excerpts or pieces from various cultures and time periods with a focus on regions studied in eighth grade social studies (Colorado and Early America up to 1900)

Key Academic Vocabulary: United States history, Colorado history, Medieval, Renaissance, Baroque, Classical, Romantic, Modern

Suggested Timelines

Topic	Suggested Timeframe
Passages from the Eighth Grade Repertoire	Embedded throughout the course
Solo Performance	Embedded throughout the course
Stylistic Response to Melodic or Rhythmic Call	Embedded throughout the course
9/8 and 12/8 Meters	Embedded throughout the course
Technical Level Equal to Playing Skills	Embedded throughout the course
Mastery of Reading and Writing Terminology	Embedded throughout the course
Musical Events	Embedded throughout the course
Triads and Chords	Embedded throughout the course
Tonic and Dominant Tendencies	Embedded throughout the course
Tension and Release	Embedded throughout the course
Stylistic Elements	Embedded throughout the course
Quality and Effectiveness	Embedded throughout the course
Rhythm and Meter Concepts Related to Math	Embedded throughout the course
Music History Related to Other Historical Events/Timelines	Embedded throughout the course
Regional Styles	Embedded throughout the course
Six Main Periods of Music History	Embedded throughout the course
Music from Colorado and Early America Up to 1900	Embedded throughout the course