



*Middle Level
Vocal Music
Curriculum Essentials
Document*



*Boulder Valley School District
Department of Curriculum and Instruction
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**Boulder Valley School District
Board of Education****District A**

Helayne Jones, Ed.D.
helayne.jones@bvsd.org
voice-mail: 303.245.5815
fax: 303.545.6477

District C

Laurie Albright, Ed.D.
laurie.albright@bvsd.org
voice-mail: 303.245.5817

District E

Patti J. Smith
patti.smith@bvsd.org
voice-mail: 303.245.5816

District G - Treasurer

Jim Reed
jim.reed@bvsd.org
voice-mail: 303.245.5819

District B - Vice President

Lesley Smith, Ph.D.
lesley.smith@bvsd.org
voice-mail: 303.245.5814

District D - President

Ken Roberge
ken.roberge@bvsd.org
voice-mail: 303.245.5813

District F

Jean Paxton
jean.paxton@bvsd.org
voice-mail: 303.245.5818
fax: 303.438.8572

BVSD Superintendent

Christopher King, Ph.D.
superintendent@bvsd.org
phone: 303.447.5114
fax: 303.447.5134

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Music Introduction

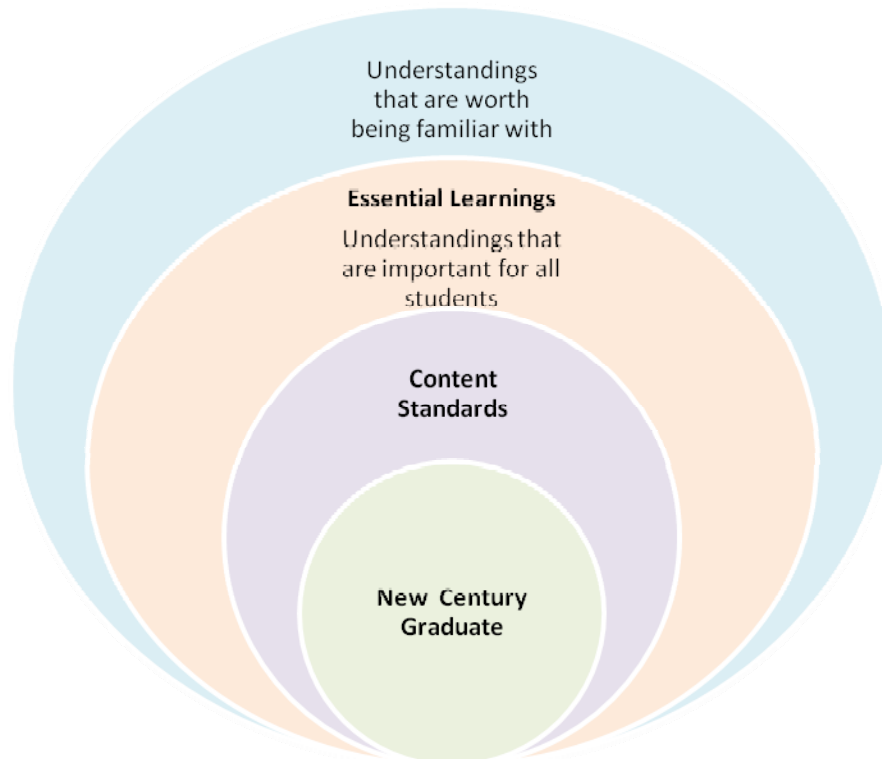
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Middle Level Vocal Music Curriculum Essentials

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General Introduction

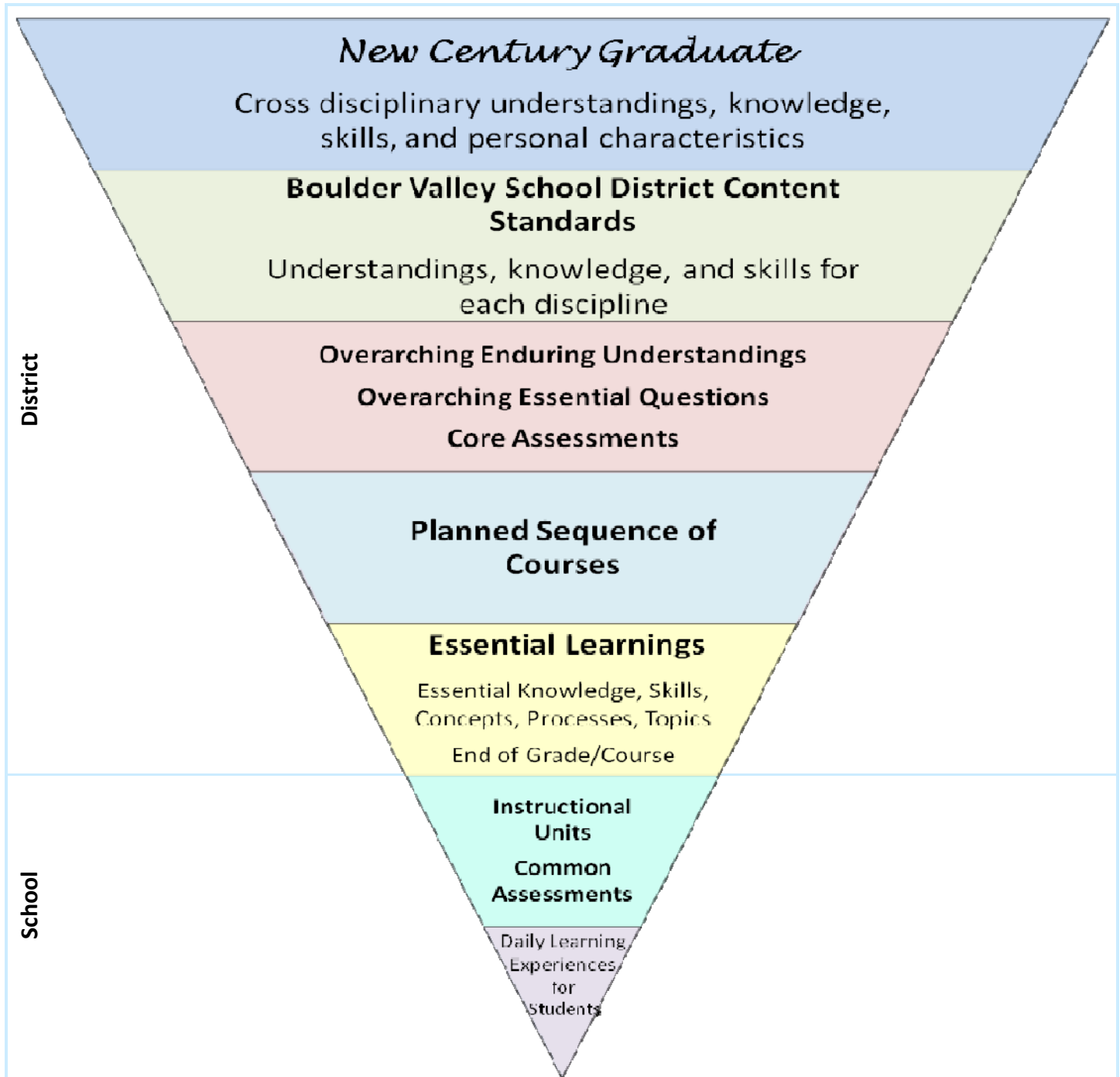
What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



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.

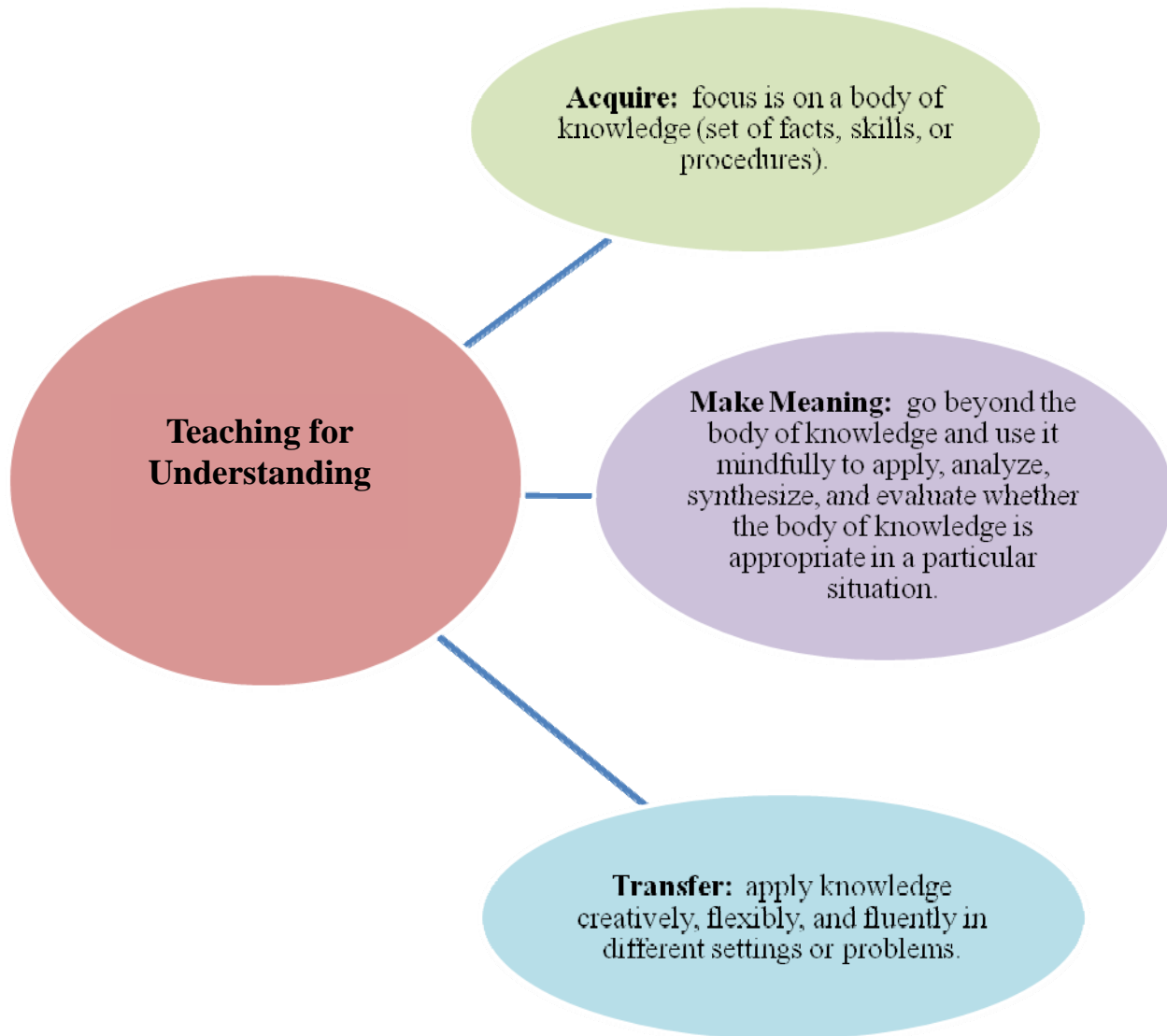
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the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

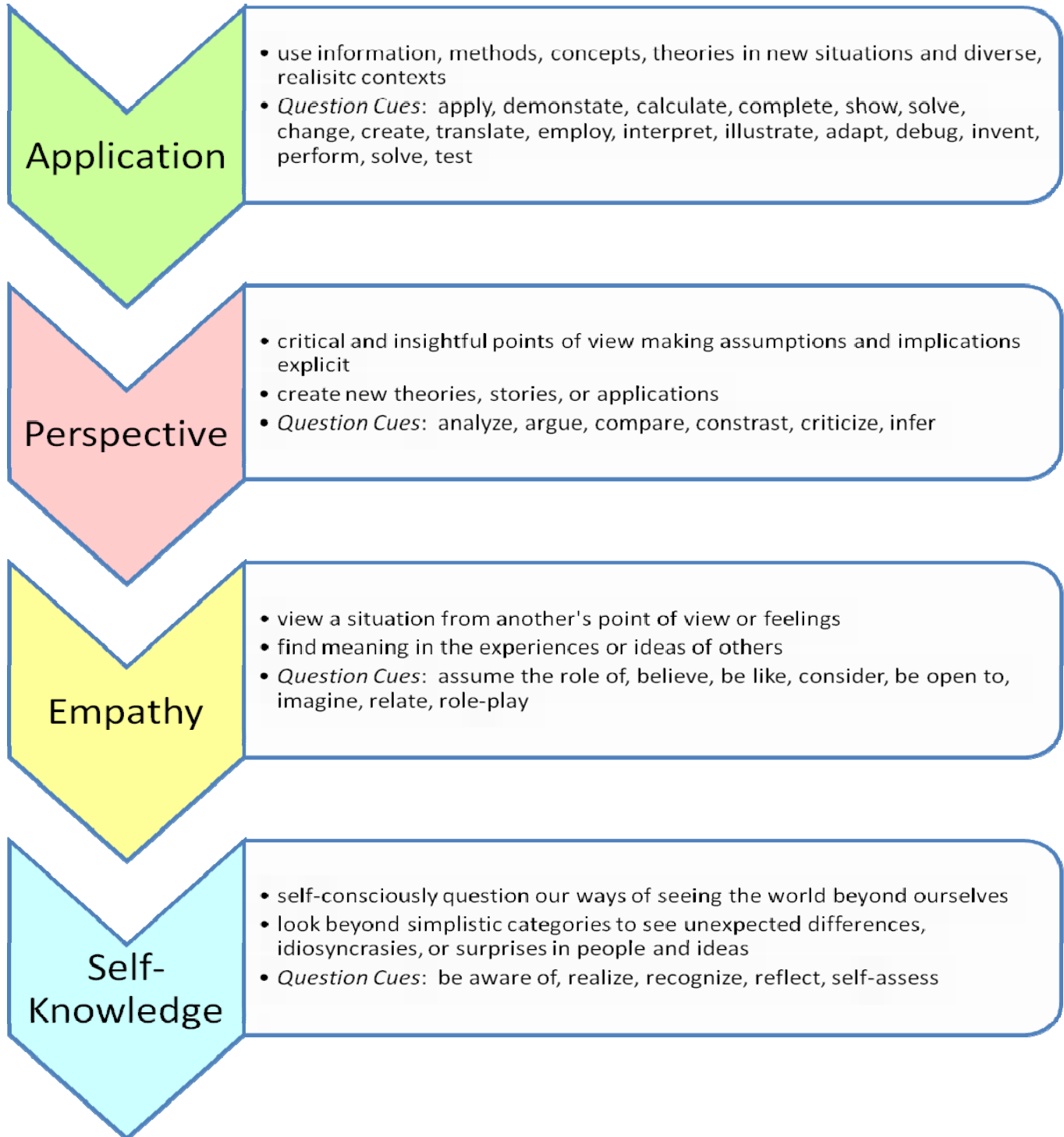
- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

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

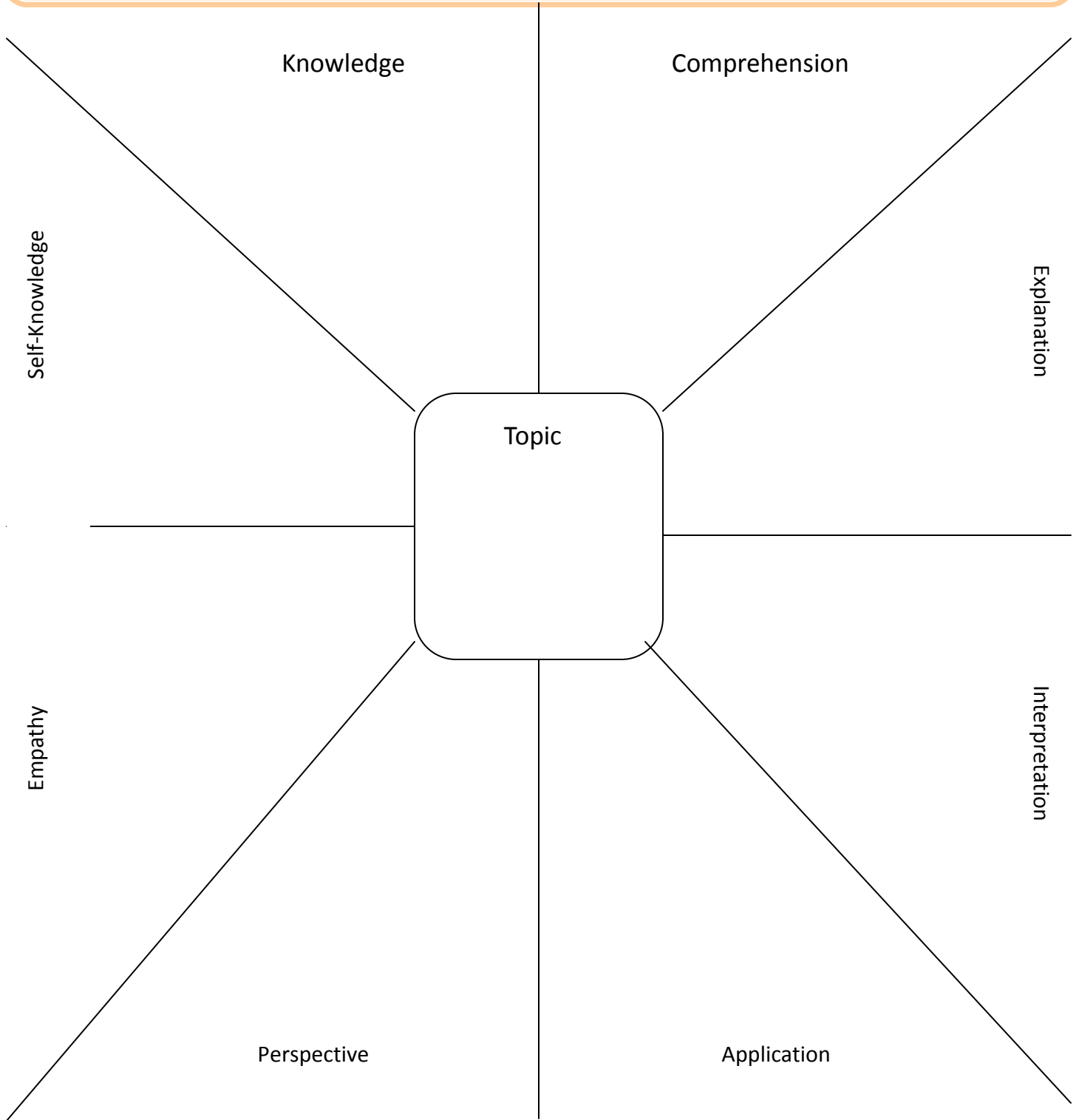
Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

What Does it Mean to Understand? (continued)



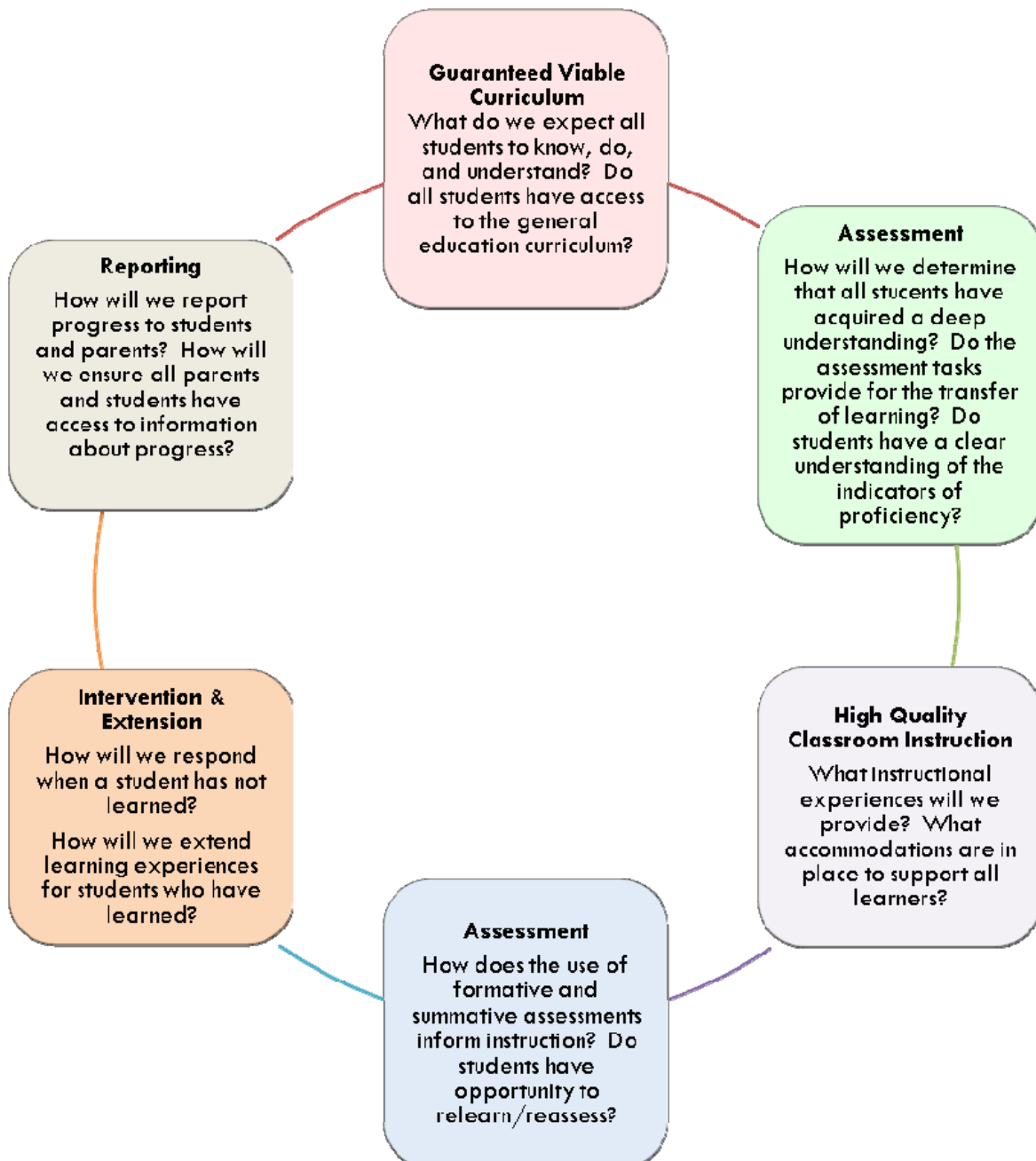
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Levels of Understanding Essential Questions



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 Vocal Music Essential Learnings

Exploratory General Music

- ♪ Singing music representing diverse cultures
- ♪ Performing music which represents diverse cultures
- ♪ Composing or improvising simple harmonic accompaniments
- ♪ Identifying and defining elements of music
- ♪ Analyzing the use of musical elements in diverse genres of music
- ♪ Developing criteria to evaluate a piece
- ♪ Articulating the connections between music and other subjects
- ♪ Comparing and classifying the role of music and musicians in diverse cultures

Music In Media

- ♪ Composing and performing lyrics and melody of a persuasive and memorable short piece or jingle
- ♪ Composing and performing instrument accompaniment to melody of a persuasive and memorable short piece or jingle
- ♪ Creating compositions and improvisations for use in commercials and soundtracks
- ♪ Using technology to notate the combination of visual and musical messages
- ♪ Analyzing the music created with various technological applications
- ♪ Developing criteria to evaluate a piece made with various technologies
- ♪ Synthesizing the use of music across media disciplines
- ♪ Analyzing diverse music within varying media for effectiveness of message

Middle Level Vocal Music Essential Learnings

Music in Technology

- ♪ Sings music representing diverse cultures
- ♪ Performs music which represents diverse cultures
- ♪ Composes or improvises simple harmonic accompaniments
- ♪ Identifies and defines elements of music
- ♪ Analyzes the use of musical elements in diverse genres of music
- ♪ Develops criteria to evaluate a piece
- ♪ Articulates connections between music and other subjects
- ♪ Compares and classifies the role of music and musicians in diverse cultures

Sixth Grade Beginning Choir Level I Middle Level Cambiata Level I

- ♪ Sings a varied repertoire of songs with proper vocal production
- ♪ Sings with instrumental accompaniment
- ♪ Composes a short melody with lyrics
- ♪ Improvises words within a given pulse
- ♪ Sight-reads short scale-wise passages of music
- ♪ Reads a choral score accurately
- ♪ Identifies phrases in music performances
- ♪ Develops criteria to evaluate a piece
- ♪ Creates and performs original choreography
- ♪ Performs choreography from different historical aspects of show music, pop, rock, and jazz

Middle Level Vocal Music Essential Learnings

Middle Level Treble Choir Level II Middle Level Mixed Choir Level II Middle Level Cambiata Choir Level II

- ♪ Sings a varied repertoire of songs in three-part harmony
- ♪ Design body percussion for rhythmic passages
- ♪ Improvises an appropriate response to a melodic or rhythmic call
- ♪ Sight-reads short passages containing do-mi-sol intervals
- ♪ Detects errors in the music using aural skills
- ♪ Identifies and analyzes vocal timbre and form in music performances
- ♪ Develops criteria to self-evaluate a performance
- ♪ Articulates connections between music and other subjects
- ♪ Performs and listens to music from different traditions and cultures

Middle Level Treble Choir Level III Middle Level Mixed Choir Level III Middle Level Cambiata Level III

- ♪ Sings a varied repertoire of songs in three-part harmony
- ♪ Sings with and without instrumental accompaniment
- ♪ Uses technology to manipulate and compose music
- ♪ Composes a four measure piece with accurate notation
- ♪ Detects errors in three and four-part music using aural skills
- ♪ Identifies and analyzes meter and texture in music performances
- ♪ Develops criteria to evaluate stylistic elements of a piece
- ♪ Articulates connections between music and other subjects
- ♪ Performs and listens to music from different traditions and cultures

Middle Level Vocal Music Essential Learnings

Middle Level Select Choir Level III Advanced

- ♪ Sings a varied repertoire of songs in three-part harmony
- ♪ Sings with and without instrumental accompaniment
- ♪ Creates harmony to a given melody
- ♪ Sight-reads an individual voice part from a vocal score
- ♪ Identifies and analyzes meter and texture in more complex music performances
- ♪ Develops criteria to evaluate stylistic elements of a piece
- ♪ Articulates connections between music and other subjects
- ♪ Performs and listens to music from different traditions and cultures

Middle Level Show Choir

- ♪ Sings a varied repertoire of songs with proper vocal production
- ♪ Sings with instrumental accompaniment
- ♪ Composes a short melody with lyrics
- ♪ Improvises words within a given pulse
- ♪ Sight-reads short scale-wise passages of music
- ♪ Reads a choral score accurately
- ♪ Identifies phrases in music performances
- ♪ Develops criteria to evaluate a piece
- ♪ Creates and performs original choreography
- ♪ Performs choreography from different historical aspects of show music, pop, rock, and jazz

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.

Middle Level Exploratory General Music (N1) Curriculum Essentials



Boulder Valley School District Music Content Standards and Middle School Exploratory General Music Essential Learnings

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

To meet this standard, a Middle School student:

- √ Sings music representing diverse cultures.

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 Middle School student:

- √ Performs music which represents diverse cultures.

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

To meet this standard, a Middle School student:

- √ Composes or improvises simple harmonic accompaniments.

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

To meet this standard, a Middle School student:

- √ Identifies and defines elements of music .

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

To meet this standard, a Middle School student:

- √ Analyzes the use of musical elements in diverse genres of music.

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

To meet this standard, a Middle School student:

- √ Develops criteria to evaluate a piece.

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

To meet this standard, a Middle School student:

- √ Articulates connections between music and other subjects.

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

To meet this standard, a Middle School student:

- √ Compares and classifies the role of music and musicians in diverse cultures.

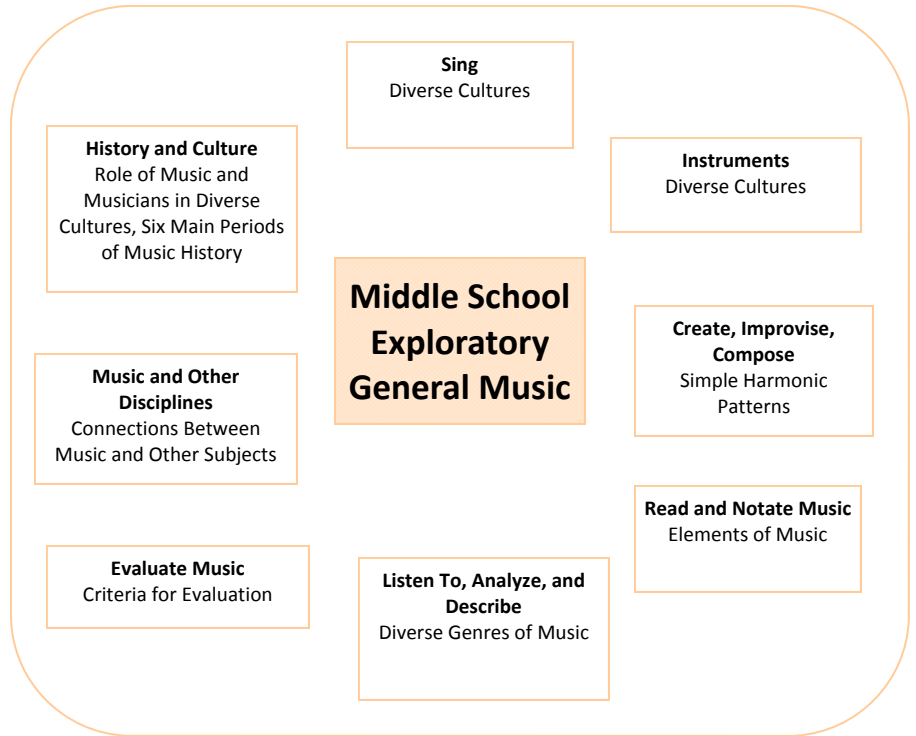
BVSD Middle School Exploratory General Music Overview

Course Description

Exploratory General Music is a course that fosters in students a love and appreciation of music and an understanding of the relationship of music to other disciplines and cultures. The course provides the student greater understanding of the basic musical concepts of duration, melody, harmony, form, style, and expressive qualities. It also provides music reading, moving, playing instruments, listening, discussion, and hands-on experiences in small groups and individual projects. This class is taught as a year-long course for sixth grade students. For students in seventh and eighth grade, the course may be offered in 6-, 9-, 12-, 18-, and 36-week sessions. For this reason, the detail and depth to which each Learning Result is taught will vary accordingly.

Effective Components of an Exploratory Music Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback



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 can music representing diverse cultures be sung with expression appropriate to the culture?
- How can music representing diverse cultures be played on instruments with expression appropriate to the culture?
- How can improvisation and composition be used to express ideas?
- How is music read and notated?
- How is music heard and described?
- What criteria are used to evaluate a performance or composition and what elements most affect personal preference?
- What is the same in music and other subjects?
- What does music tell us about people and cultures?

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
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

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.

Essential Question

How can music representing diverse cultures be sung with expression appropriate to the culture?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM1	Sings music representing diverse cultures
	a	Sings with expression
	b	Sings with regard to cultural style

Key Academic Vocabulary: expression, cultural diversity, instrument families

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 instruments is a fundamental and universal form of expression.

Essential Question

How can music representing diverse cultures be played on instruments with expression appropriate to the culture?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM2	Performs music which represents diverse cultures
	a	Plays instruments with expression
	b	Plays instruments with regard to cultural style

Key Academic Vocabulary: expression, cultural diversity, instrument families

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

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

Enduring Understanding

Improvisation and composition enable students to express their own musical ideas.

Essential Question

How can improvisation and composition be used to express ideas?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM3	Composes or improvises simple harmonic accompaniments
	a	Creates simple patterns alone or in a group using voice or instruments
	b	Creates harmony in a given form

Key Academic Vocabulary: harmony, accompaniment, introduction, development, coda

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Learning to read and notate music helps students comprehend and express the universal language of music. Knowledge and understanding of music notation are essential to music literacy. Notation are essential to music literacy.

Essential Question

How is music read and notated?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM4	Identifies and defines elements of music
		a Identifies and defines pitch, rhythm, dynamics, tempo, articulation, and expression

Key Academic Vocabulary: pitch, rhythm, dynamics, tempo, articulation, expression

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

People can become educated music listeners through learning to describe and analyze music as an expressive art form.

Essential Question

How is music heard and described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM5	Analyzes the use of musical elements in diverse genres of music
	a	Identifies and describes elements of music from diverse cultures

Key Academic Vocabulary: rhythm, melody, tempo, dynamics, pitch, form, phrasing

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 are used to evaluate a performance or composition and what elements most affect personal preference?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM6	Develops criteria to evaluate 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

The arts are connected to all other academic disciplines.

Essential Question

What is the same in music and other subjects?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM7	Articulates connections between music and other subjects
		a Uses math, reading, art, science, and physical education terms and concepts to relate to music

Key Academic Vocabulary: Intervals/chord construction, form, progression, pattern

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Artistic expression is tied to its time and culture.

Essential Question

What does music tell us about people and cultures?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM8	Compares and classifies the role of music and musicians in diverse cultures
		a Identifies the functions of music
		b Identifies conditions under which music is performed
	SM9	Performs and listens to music from different traditions and cultures
		a Describes unique characteristics of songs from various times and places with a focus on regions studies in sixth grade social studies
		b Identifies the six main periods of music history

Key Academic Vocabulary: voice, justice, common themes, Inca, Maya, Western hemisphere, South America, pentatonic, reggae, calypso

Suggested Timelines

Topic	Suggested Timeframe
Singing Music of Diverse Cultures	Embedded throughout the year
Instrumental Music of Diverse Cultures	Embedded throughout the year
Simple Harmonic Patterns	Embedded throughout the year
Elements of Music	Embedded throughout the year
Diverse Genres of Music	Embedded throughout the year
Criteria for Evaluation	Embedded throughout the year
Connections between Music and Other Subjects	Embedded throughout the year
Role of Music and Musicians in Diverse Cultures	Embedded throughout the year
Six Main Periods of Music History	Embedded throughout the year

Music in Media (N2) Curriculum Essentials



Boulder Valley School District Music Content Standards and Music in Media Essential Learnings

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

To meet this standard, a Middle School student:

- √ Composes and performs lyrics and melody of a persuasive and memorable short piece or jingle.

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 Middle School student:

- √ Composes and performs instrument accompaniment to melody of a persuasive and memorable short piece or jingle.

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

To meet this standard, a Middle School student:

- √ Creates compositions and improvisations for use in commercials and soundtracks.

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

To meet this standard, a Middle School student:

- √ Uses technology to notate the combination of visual and musical messages.

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

To meet this standard, a Middle School student:

- √ Analyzes the music created with various technological applications.

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

To meet this standard, a Middle School student:

- √ Develops criteria to evaluate a piece made with various technologies.

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

To meet this standard, a Middle School student:

- √ Synthesizes the use of music across media disciplines.

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

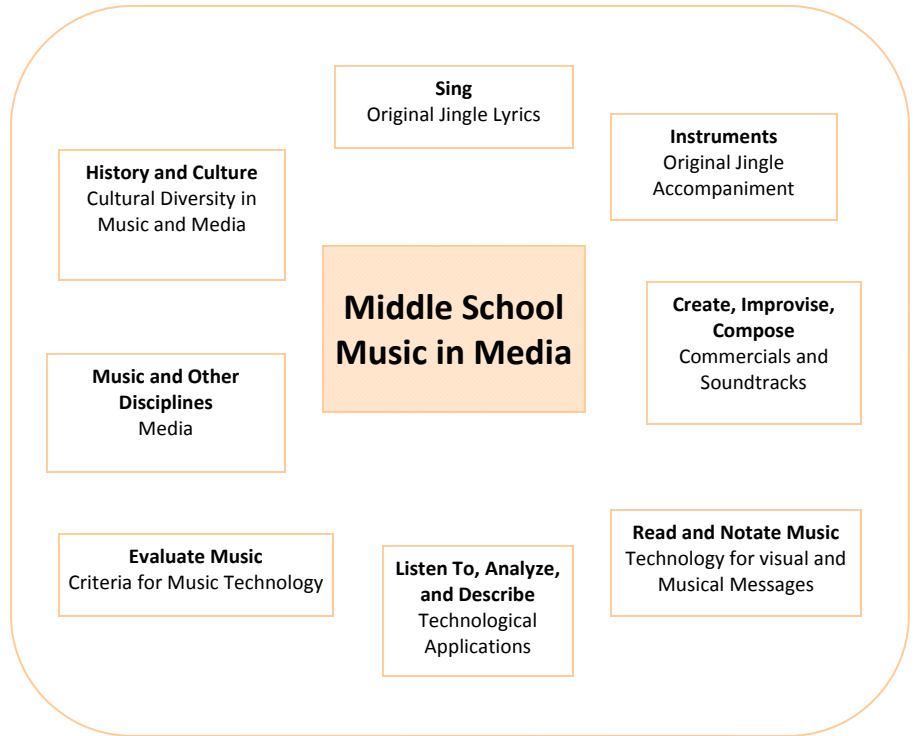
To meet this standard, a Middle School student:

- √ Analyzes diverse music within varying media for effectiveness of message.

BVSD Music in Media Overview

Course Description

Music in Media is a quarter, trimester, or semester-long class that examines the influence of media music in the students' environment. This course includes a study of music in the media, such as television background music, commercial music, podcasting, video podcasting, Internet websites, and/or movie soundtrack music, and a study of the music industry as well as music careers.



Effective Components of a Music in Media Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback

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

- What is the influence of media music on singing?
- What is the influence of media music on instrument playing?
- How does music connect to the intended media message?
- How can the combination of visual and musical messages be notated?
- What is the purpose and use of music in radio, television, film, video podcasting, audio podcasting, and websites?
- What criteria are used to evaluate a performance or composition that appears in other media?
- What is the connection between visual and aural media messages?
- How has music and media evolved over time?

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
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

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

Composes and performs lyrics and melody of a persuasive and memorable short piece or jingle.

Essential Question

What is the influence of media music on singing?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM1	Composes and performs lyrics and melody of a persuasive and memorable short piece or jingle
		a Articulates the influence of music in all media

Key Academic Vocabulary: background music, commercial music, soundtrack, music industry, jingle

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 instruments is a fundamental and universal form of expression.

Essential Question

What is the influence of media music on instrument playing?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM2	Composes and performs instrument accompaniment to melody of a persuasive and memorable short piece or jingle
		<p>Articulates the influence of music in all media</p> <p>a</p>

Key Academic Vocabulary: jingle, accompaniment

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

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

Enduring Understanding

Improvisation and composition enables students to express their own musical ideas.

Essential Question

How does music connect to the intended media message?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM3	Creates compositions and improvisations for use in commercials and soundtracks
	a	Uses technology to create original work
	b	Works independently

Key Academic Vocabulary: composition, improvisation, silence, repetition, build, software (Apple Garage Band, Sony Music Acid, Finale, Sibelius, Band in a Box, iTunes)

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Learning to read and notate music helps students comprehend and express the universal language of music. Knowledge and understanding of music notation are essential to music literacy.

Essential Question

How can the combination of visual and musical messages be notated?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM4	Uses technology to notate the combination of visual and musical messages
		<p style="text-align: center;">Uses tools in technology to plan, share and reproduce work</p> <p style="text-align: center;">a</p>

Key Academic Vocabulary: Media-specific terms and concepts

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

People can become educated music listeners through learning to describe and analyze music as an expressive art form.

Essential Question

What is the purpose and use of music in radio, television, film, video podcasting, audio podcasting, and websites?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM5	Analyzes the music created with various technological applications
		<p style="text-align: center;">Identifies and describes elements of music from various technologies</p> <p style="text-align: center;">a</p>

Key Academic Vocabulary: rhythm, melody, tempo, dynamics, pitch, form, phrasing, tone color

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 are used to evaluate a performance or composition that appears in other media?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM6	Develops criteria to evaluate a piece made with various technologies
		<p>Uses stylistic elements to evaluate the effectiveness and quality of music</p> <p>a</p>

Key Academic Vocabulary: precision, intonation, expressive elements

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

The arts are connected to all other academic disciplines.

Essential Question

What is the connection between visual and aural media messages?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM7	Synthesizes the use of music across media disciplines
		<p style="text-align: center;">Describes the affect music has in the media</p> <p style="text-align: center;">a</p>

Key Academic Vocabulary: form, progression, music in media, radio, sound engineering, sound effects, scoring

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Artistic expression is tied to its time and culture.

Essential Question

How has music and media evolved over time?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM8	Analyzes diverse music within varying media for effectiveness of message
	a	Describes the reflection of the change of music and media in cultures with a focus on regions studied in middle level social studies
	b	Performs and listens to diverse pieces created with various technologies

Key Academic Vocabulary: Radio, television, Web 2.0

Suggested Timelines

Topic	Suggested Timeframe
Original Jingle Lyrics	Embedded throughout the year
Original Jingle Accompaniment	Embedded throughout the year
Commercials and Soundtracks	Embedded throughout the year
Technology for Visual and Musical Messages	Embedded throughout the year
Technological Applications	Embedded throughout the year
Criteria for Music Technology works	Embedded throughout the year
Art and Media	Embedded throughout the year
Cultural Diversity in Music and Media	Embedded throughout the year

Music in Technology (N8) Curriculum Essentials



Boulder Valley School District Music Content Standards and Music in Technology Essential Learnings

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

To meet this standard, a Middle School student:

- √ *Sings music representing diverse cultures.*

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 Middle School student:

- √ *Performs music which represent diverse cultures.*

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

To meet this standard, a Middle School student:

- √ *Composes or improvises simple harmonic accompaniments.*

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

To meet this standard, a Middle School student:

- √ *Identifies and defines elements of music.*

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

To meet this standard, a Middle School student:

- √ *Analyzes the use of musical elements in diverse genres of music.*

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

To meet this standard, a Middle School student:

- √ *Develops criteria to evaluate a piece.*

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

To meet this standard, a Middle School student:

- √ *Articulates connections between music and other subjects.*

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

To meet this standard, a Middle School student:

- √ *Compares and classifies the role of music and musicians in diverse cultures.*

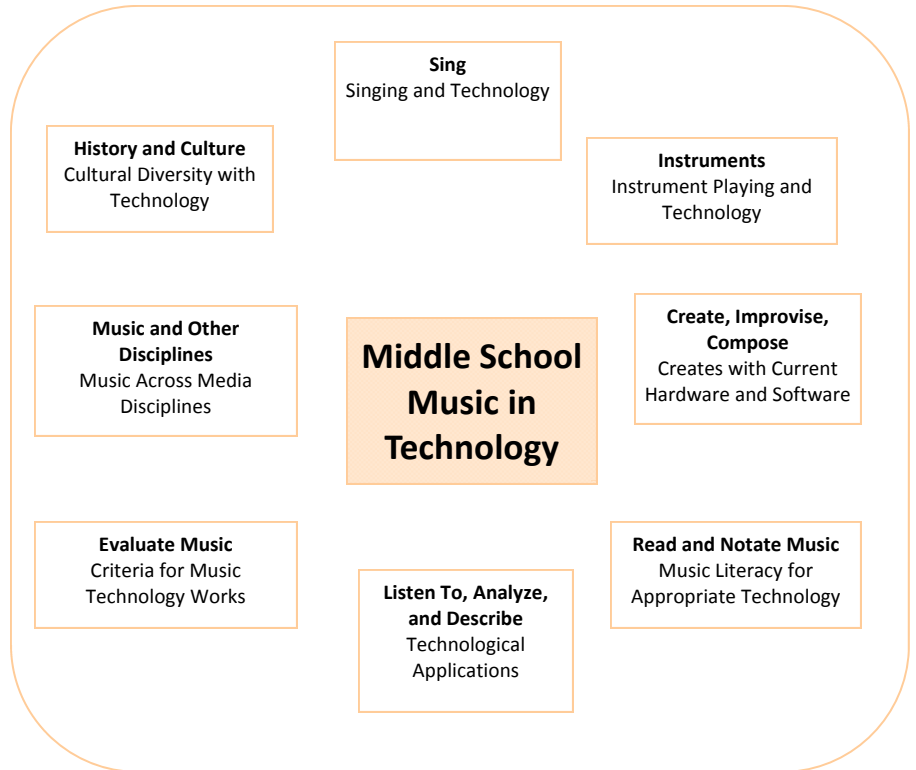
BVSD Middle School Music in Technology Overview

Course Description

Music in Technology is a course that provides the study of techniques of musical composition through the medium of contemporary music technology. Elements included are exposure to and hands-on experiences in contemporary music software and composition, sound recording and mixing technology, the application of multimedia, and careers in the music industry. This course may be offered for a quarter, trimester, or semester.

Effective Components of a Music in Technology Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback



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 | ✓ Non-CSAP Music Assessments |
| ✓ Teacher questions and prompts | |

Essential Questions

- How can technology be used in a performance with singing?
- How can technology be used in a performance with playing?
- How can technology be used to create music?
- What are ways to read and notate music using technology?
- What is heard in music and how is it described?
- What criteria are used to evaluate a performance or composition that appears in other media?
- How does music and technology impact other disciplines?
- How has music technology impacted people and cultures?

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
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

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.

Essential Question

How can technology be used in a performance with singing?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM1	Uses available technology with singing
		a Demonstrates the ability to perform using available technology

Key Academic Vocabulary: Performance techniques, microphones, amplifiers, sound recording equipment

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 instruments is a fundamental and universal form of expression.

Essential Question

How can technology be used in a performance with playing?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM2	Uses available technology with instrument playing
		a Demonstrates the ability to perform using available technology

Key Academic Vocabulary: performance techniques

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

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

Enduring Understanding

Improvisation and composition enables students to express their own musical ideas.

Essential Question

How can technology be used to create music?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM3	Creates compositions and improvisations with current hardware and software
	a	Uses technology to create original work
	b	Works independently

Key Academic Vocabulary: composition, improvisation, sequence, MIDI, Mp3, application-specific terms and concepts

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Learning to read and notate music helps students comprehend and express the universal language of music. Knowledge and understanding of music notation are essential to music literacy.

Essential Question

What are ways to read and notate music using technology?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM4	Notates and reads music in the appropriate method for the technology be utilized
		a Uses tools in technology to plan, share and reproduce work

Key Academic Vocabulary: Loops, layering, sequence, traditional notation, application-specific terms and concepts

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

People can become educated music listeners through learning to describe and analyze music as an expressive art form.

Essential Question

What is heard in music and how is it described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM5	Analyzes the music created with various technological applications
	a	Identifies and describes elements of music from various technologies

Key Academic Vocabulary: Rhythm, melody, tempo, dynamics, pitch, form, phrasing, tone color

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 are used to evaluate a performance or composition that appears in other media?

Essential Learnings

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

Key Academic Vocabulary: Precision, intonation, expressive elements

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

The arts are connected to all other academic disciplines.

Essential Question

How does music and technology impact other disciplines?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM7	Synthesizes the use of music across media disciplines
		a Describes the affect music has in the media

Key Academic Vocabulary: Form, progression, music in media, radio, sound engineering, sound effects, scoring

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Artistic expression is tied to its time and culture.

Essential Question

How has music technology impacted people and cultures?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM8	Performs and listens to pieces of diverse times and cultures created with various technology
		a Describes the impact changing technologies has on cultures with a focus on regions from middle level social studies

Key Academic Vocabulary: Aztec, Inca, Maya, Western hemisphere

Suggested Timelines

Topic	Suggested Timeframe
Singing and Technology	Embedded throughout the year
Instrument Playing and Technology	Embedded throughout the year
Creating with Current Hardware and Software	Embedded throughout the year
Music Literacy for Appropriate Technology	Embedded throughout the year
Technological Applications	Embedded throughout the year
Criteria for Music Technology Works	Embedded throughout the year
Music Across Media Disciplines	Embedded throughout the year
Cultural Diversity with Technology	Embedded throughout the year

Sixth Grade Beginning Choir (Level I) Cambiata (Boys)(Level I) Curriculum Essentials



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

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

To meet this standard, a Middle School student:

- √ Sings a varied repertoire of songs with proper vocal production.

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 Middle School student:

- √ Sings with instrumental accompaniment.

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

To meet this standard, a Middle School student:

- √ Composes a short melody with lyrics Improvises words within a given pulse.

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

To meet this standard, a Middle School student:

- √ Sight-reads short scale-wise passages of music .
- √ Reads a choral score accurately.

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

To meet this standard, a Middle School student:

- √ Identifies phrases in music performances.

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

To meet this standard, a Middle School student:

- √ Develops criteria to evaluate a piece.

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

To meet this standard, a Middle School student:

- √ Creates and performs original choreography.

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

To meet this standard, a Middle School student:

- √ Performs choreography from different historical aspects of show music, pop, rock, and jazz.

BVSD Sixth Grade Beginning Choir Overview

Course Description

Sixth Grade Beginning Chorus and Cambiata (Level 1) is a beginning course designed for students with treble voices. Basic vocal techniques will be explored in a wide variety of musical styles, including introduction to part-singing, music reading, and theory. Culminating performances are a meaningful and mandatory component of this class. The course duration is one year.

Effective Components of a Middle Level Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback
- Demonstrates excellent rehearsal techniques to improve performance quality



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
- ✓ Non-CSAP Music Assessments

Essential Questions

- How can singers perform independently and in a group with proper singing technique?
- How can singing be supplemented with instrument playing?
- How do musicians gain confidence in improvisation and how are matching lyrics and melody created?
- How are solfege and/or hand signs used to sight-read music?
- How do musicians distinguish individual parts and determine if the part is melody or harmony?
- What is heard in music and how is it described?
- What criteria are used to evaluate a performance or composition and what elements most affect personal preference?
- What is the same in music and other subjects?
- What does music tell us about people and cultures?

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
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

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.

Essential Question

How can singers perform independently and in a group with proper singing technique?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM1	Sings a varied repertoire of songs with proper vocal production
		a Uses vocal development exercises to produce a relaxed open throat
		b Uses vocal development exercises to achieve accurate intonation
		c Uses vocal development exercises breathe properly
		d Uses vocal development exercises shape vowel sounds

Key Academic Vocabulary: vocal technique, lifted soft palette, energy, diaphragm, stage presence, posture, director cues, intonation, vowel sounds (ah, eh, ee, oh, oo)

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

Instrumental playing is a fundamental and universal form of expression.

Essential Question

How can singing be supplemented with instrument playing?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM2	Sings with instrumental accompaniment
	a	Sings in tune while following director's cues

Key Academic Vocabulary: accompaniment, intonation, cues

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

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

Enduring Understanding

Improvisation and compositions enables students to express their own musical ideas.

Essential Question

How do musicians gain confidence in improvisation and how are matching lyrics and melody created?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM3	Composes a short melody with lyrics independently or in a group
		a Creates lyrics to a given melody and creates music to given lyrics
	FM4	Improvise words within a given pulse
		a Creates a one-measure sung or spoken phrase on a non-pitched accompaniment

Key Academic Vocabulary: lyrics, phrase, syllables, improvisation, body percussion, call and response

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Learning to read and notate music enable students to comprehend and express the universal language of music. Knowledge and understanding of music notation are essential to music literacy, notation are essential to music literacy.

Essential Question

How are solfege and/or hand signs used to sight-read music? How do musicians distinguish individual parts and determine if the part is melody or harmony and determine if the part is melody or harmony?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM5	Sight-reads short scale-wise passages of music
		a Identifies solfege syllables
		b Applies syllables to standard music notation
	FM6	Reads a choral score accurately
		Reads pitches on treble and bass clefs
		Reads rhythms

Key Academic Vocabulary: sight-reading, Curwen hand signs, solfege, harmony, melody, accompaniment, grade staff notes, rhythm (whole, half, quarter, eighth, sixteenth, and dotted rhythms)

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

People can become educated music listeners through learning to describe and analyze music as an expressive art form.

Essential Question

What is heard in music and how is it described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM7	Identifies phrases in music performances
	a	Describes characteristics of phrases and identify similarities and differences using music vocabulary

Key Academic Vocabulary: rhythm, melody, harmony, tempo, timbre, expressive qualities, dynamics, meter, form, texture

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 are used to evaluate a performance or composition and what elements most affect personal preference?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM8	Develops criteria to evaluate a piece
		<p style="text-align: center;">Uses stylistic elements to evaluate the effectiveness and quality of music</p> <p style="text-align: center;">a</p>

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

The arts are connected to all other academic disciplines.

Essential Question

What is the same in music and other subjects?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM9	Articulates connections between music and other subjects
		<p>a Uses math, reading, art, science, and physical education terms and concepts to relate to music</p>

Key Academic Vocabulary: Intervals/chord construction, form, progression, pattern

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Artistic expression is tied to its time and culture.

Essential Question

What does music tell us about people and cultures?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM10	Performs and listens to music from different traditions and cultures
		a Describes unique characteristics of songs from various times and places
		b Identifies the six main periods of music history
		c Performs excerpts or pieces from various cultures and time periods with a focus on regions studied in sixth grade social studies

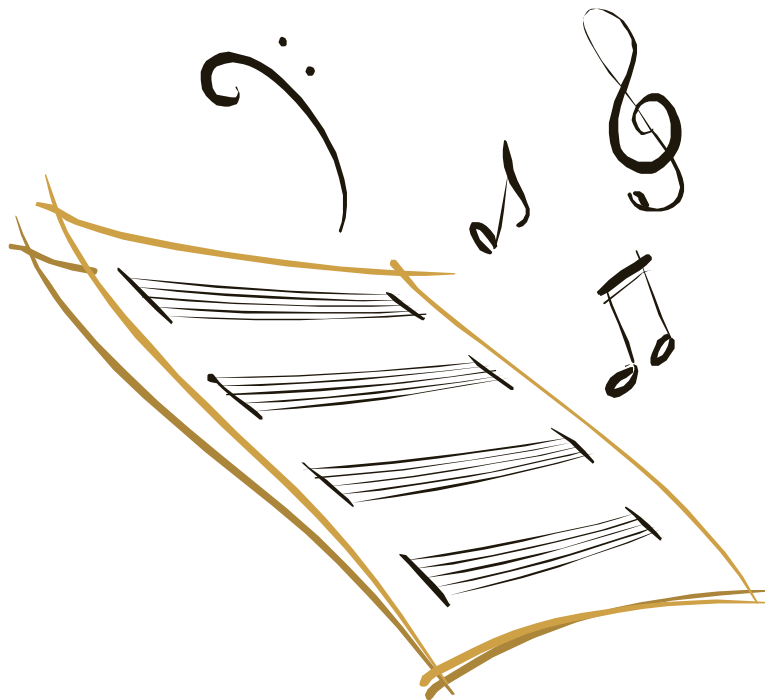
Key Academic Vocabulary: Inca, Maya, Western hemisphere, South America, pentatonic, reggae, calypso

Suggested Timelines

Topic	Suggested Timeframe
Proper Vocal Production	Embedded throughout the year
Singing with Instrumental Accompaniment	Embedded throughout the year
Composing Melodies with Lyrics	Embedded throughout the year
Improvising within Given Pulse	Embedded throughout the year
Sight-reading Short Scalar Passages	Embedded throughout the year
Reading Choral Score	Embedded throughout the year
Phrases	Embedded throughout the year
Criteria For Evaluation	Embedded throughout the year
Connections Between Music and Other Subjects	Embedded throughout the year
Sixth Grade Social Studies	2-4 Week Unit
Six Main Periods of Music History	2-4 Week Unit

Middle School Vocal Level II

ML Treble (N12)
ML Mixed (N15)
ML Cambiata (N19)



Boulder Valley School District Music Content Standards and Middle School Vocal Level II Essential Learnings

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

To meet this standard, a Middle School student:

- √ Sings a varied repertoire of songs in three part harmony.

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 Middle School student:

- √ Designs body percussion for rhythmic passages.

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

To meet this standard, a Middle School 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 Middle School student:

- √ Sight-reads short passages containing do-mi-sol intervals.
- √ Detects errors in the music using aural skills.

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

To meet this standard, a Middle School student:

- √ Identifies and analyzes vocal timbre and form in music performances.

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

To meet this standard, a Middle School student:

- √ Develops criteria to self-evaluate a performance.

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

To meet this standard, a Middle School student:

- √ Articulates connections between music and other subjects.

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

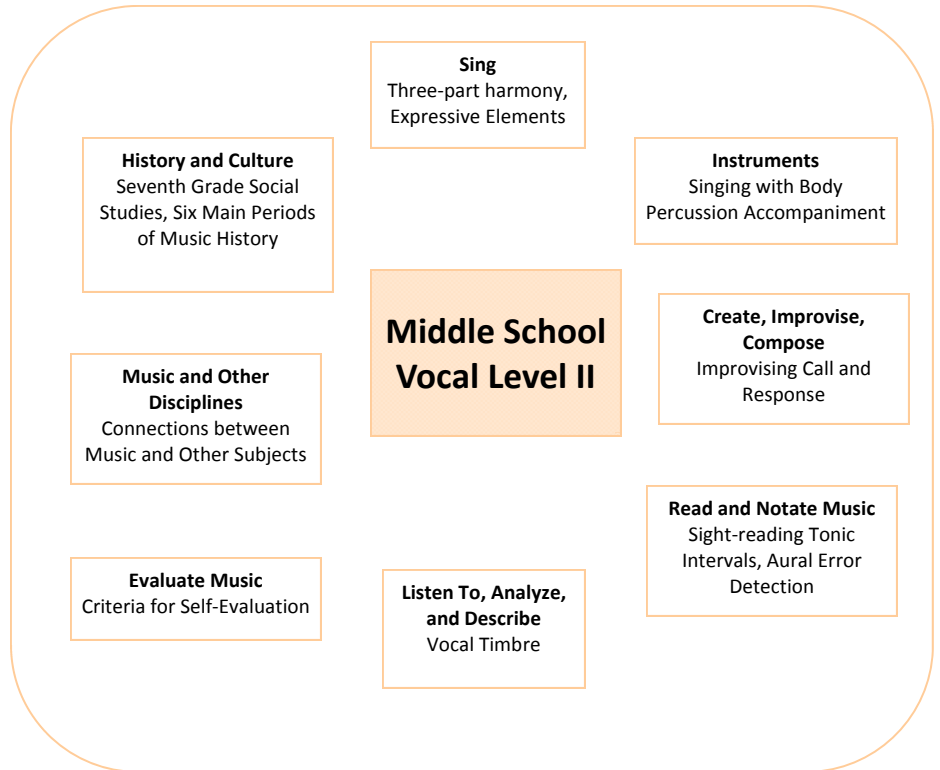
To meet this standard, a Middle School student:

- √ Performs and listens to music from different traditions and cultures.

BVSD Middle School Vocal Level II Overview

Course Description

Middle School Vocal Level II — Treble Choir, Mixed Choir, and Cambiata Choir—continues two-part singing and introduces students to three- and four-part singing. Fundamental vocal techniques are continually be reinforced. Culminating performances are a meaningful and mandatory component of this class. As per all music performance classes, this class meets for one year.



Effective Components of a Middle School Vocal Level II Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback
- Demonstrates excellent rehearsal techniques to improve performance quality

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
- ✓ Non-CSAP Music Assessments

Essential Questions

- How can singers use correct vocal production to sing with expression?
- How can body percussion enhance a performance?
- How do singers respond to a melodic or rhythmic call?
- How are passages using skips sight-read?
- How do musicians detect errors? and determine if the part is melody or harmony?
- What is heard in music and how is it described?
- What criteria are used to evaluate a performance or composition and what elements most affect personal preference?
- What is the same in music and other subjects?
- What does music tell us about people and cultures?

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
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

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.

Essential Question

How can singers use correct vocal production to sing with expression?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM1	Sings a varied repertoire of songs in three part harmony
	a	Sings more expressively while still maintaining proper vocal production

Key Academic Vocabulary: tempo markings (andante, moderato, allegro), dynamics (pp, p, mp, mf, f, ff, crescendo, decrescendo), posture, 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

Instrumental playing is a fundamental and universal form of expression.

Essential Question

How can body percussion enhance a performance?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM2	Designs body percussion for rhythmic passages
		a Responds to diverse styles of music through appropriate movement

Key Academic Vocabulary: body percussion

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

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

Enduring Understanding

Improvisation and compositions enables students to express their own musical ideas.

Essential Question

How do singers respond to a melodic or rhythmic 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, rhythmic phrase, melodic phrase, repetition

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Learning to read and notate music enable students to comprehend and express the universal language of music. Knowledge and understanding of music notation are essential to music literacy, notation are essential to music literacy.

Essential Question

How are passages using skips sight-read?
How do musicians detect errors?
and determine if the part is melody or harmony?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM4	Sight-reads short passages containing do-mi-sol intervals
		a Identifies intervallic skips in the music
	FM5	Detects errors in the music using aural skills
		a Identifies notational cues to aid in aural error detection

Key Academic Vocabulary: intervals, arpeggios, error detection

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

People can become educated music listeners through learning to describe and analyze music as an expressive art form.

Essential Question

What is heard in music and how is it described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM6	Identifies and analyzes vocal timbre and form in music performances
	a	Describes characteristics of timbre and identifies music form using appropriate vocabulary

Key Academic Vocabulary: timbre, bright, forward, breathy, round, from (AB, ABA, rondo, theme and variations)

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 are used to evaluate a performance or composition and what elements most affect personal preference?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM7	Develops criteria to self-evaluate a performance
		a Formulates questions related to criteria

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

The arts are connected to all other academic disciplines.

Essential Question

What is the same in music and other subjects?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM8	Articulates connections between music and other subjects
	a	Uses math, reading, art, science, and physical education terms and concepts to relate to music

Key Academic Vocabulary: elements of music

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Artistic expression is tied to its time and culture.

Essential Question

What does music tell us about people and cultures?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM9	Performs and listens to music from different traditions and cultures
	a	Describes unique characteristics of songs from different places that serves different purposes
	b	Performs excerpts or pieces from various cultures and time periods with a focus on regions studied in seventh social studies
	c	Articulates the six main periods of music history

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

Suggested Timelines

Topic	Suggested Timeframe
Three-part Harmony	Embedded throughout the year
Expressive Elements	Embedded throughout the year
Singing with Body Percussion Accompaniment	Embedded throughout the year
Improvising Call and Response	Embedded throughout the year
Aural Error Detection	Embedded throughout the year
Vocal Timbre	Embedded throughout the year
Criteria for Self-Evaluation	Embedded throughout the year
Connections Between Music and Other Subjects	Embedded throughout the year
Seventh Grade Social Studies	2-4 Week Unit
Six Main Periods of Music History	2-4 Week Unit

Middle School Vocal Level III Treble (N12) Mixed (N15) Cambiata (N19)



Boulder Valley School District Music Content Standards and Middle School Vocal Level III Essential Learnings

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

To meet this standard, a Middle School student:

- √ Sings a varied repertoire of songs in three part harmony.

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 Middle School student:

- √ Sings with and without instrumental Accompaniment.

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

To meet this standard, a Middle School student:

- √ Uses technology to manipulate and compose music.

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

To meet this standard, a Middle School student:

- √ Composes four measure piece with accurate notation.
- √ Detects errors in three- and four-part music using aural skills.

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

To meet this standard, a Middle School student:

- √ Identifies and analyzes meter and texture in music performances.

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

To meet this standard, a Middle School 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 Middle School student:

- √ Articulates connections between music and other subjects.

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

To meet this standard, a Middle School student:

- √ Performs and listens to music from different traditions and cultures.

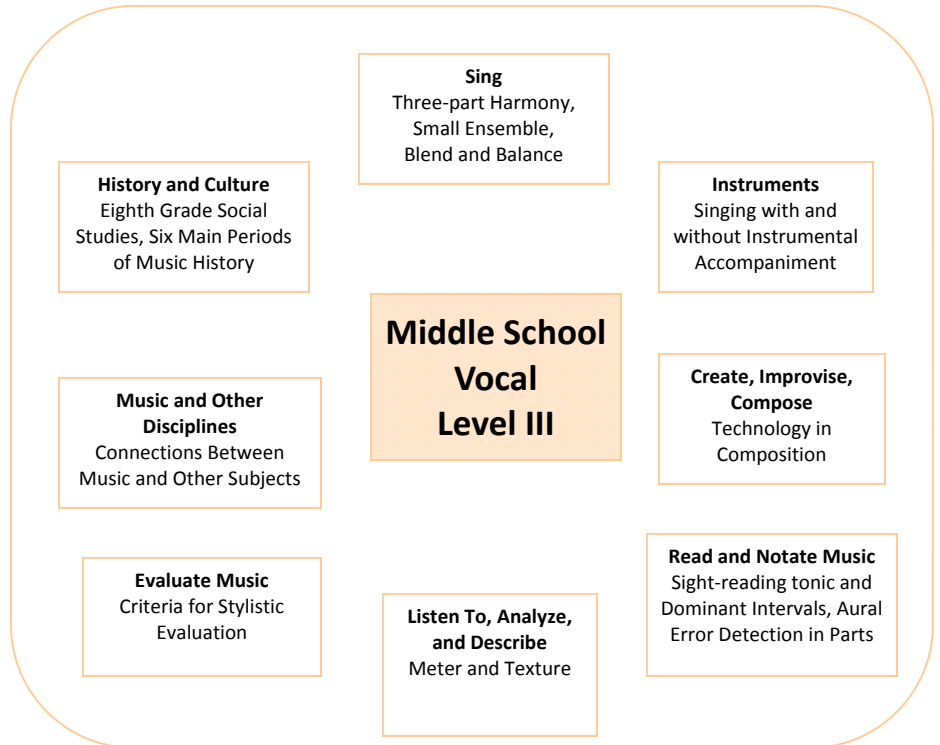
BVSD Middle School Vocal Level III Overview

Course Description

Middle Level Treble Choir, Mixed Choir, and Cambiata Choir—Level III— continues three-part singing and introduces students to four-part singing. Fundamental vocal techniques will continually be reinforced. Culminating performances are a meaningful and mandatory component of this class. As per all music performance classes, this class meets for one year.

Effective Components of a Middle School Vocal Level III Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback
- Demonstrates excellent rehearsal techniques to improve performance quality



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
- ✓ Non-CSAP Music Assessments

Essential Questions

- How can singers maintain their own voice part in a small ensemble?
- How can instrumental accompaniment enhance performance?
- How can technology assist in composing music?
- How are compositions accurately notated?
- How do musicians detect errors in more difficult music?
- What is heard in music and how is it described?
- What criteria are used to evaluate a performance or composition and what elements most affect personal preference?
- What is the same in music and other subjects?
- What does music tell us about people and cultures?

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
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

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.

Essential Question

How can singers maintain their own voice part in a small ensemble?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM1	Sings a varied repertoire of songs in three part harmony
		a Demonstrates an awareness of blend and balance
		b Consistently applies expressive markings
		c Maintains voice part in a small ensemble

Key Academic Vocabulary: balance, blend, unity

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

Instrumental playing is a fundamental and universal form of expression.

Essential Question

How can instrumental accompaniment enhance performance?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM2	Sings with and without instrumental accompaniment
	a	Articulates interplay of accompaniment and vocal parts in a performance

Key Academic Vocabulary: Accompaniment

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

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

Enduring Understanding

Improvisation and composition enables students to express their own musical ideas.

Essential Question

How can technology assist in composing music?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM3	Uses technology to manipulate and compose music
	a	Identifies and applies appropriate technology for composition and improvisation situation

Key Academic Vocabulary: silence, repetition, build, software (Apple Garage Band, Sony Music Acid, Finale, Sibelius, Band in a Box, iTunes)

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Learning to read and notate music enable students to comprehend and express the universal language of music. Knowledge and understanding of music notation are essential to music literacy, notation are essential to music literacy.

Essential Questions

How are compositions accurately notated?
How do musicians detect errors in more difficult music?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM4	Composes four measure piece with accurate notation
	a	Identifies and corrects errors in pitch, rhythm, meter, and notation standards
	FM5	Detects errors in three- and four-part music using aural skills
	a	Identifies notational cues to aid in aural error detection

Key Academic Vocabulary: note stems, staff, meter, note/rest values, key signatures, measures, bar lines

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

People can become educated music listeners through learning to describe and analyze music as an expressive art form.

Essential Question

What is heard in music and how is it described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM6	Identifies and analyzes meter and texture in music performances
		<p style="text-align: center;">Describes characteristics of texture and identifies meter using appropriate vocabulary</p> <p style="text-align: center;">a</p>

Key Academic Vocabulary: monophonic, homophonic, polyphonic, time signatures, mixed meter, simple meter, compound meter

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 are used to evaluate a performance or composition and what elements most affect personal preference?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM7	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

The arts are connected to all other academic disciplines.

Essential Question

What is the same in music and other subjects?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM8	Articulates connections between music and other subjects
		<p style="margin-left: 20px;">a Uses math, reading, art, science, and physical education terms and concepts to relate to music</p>

Key Academic Vocabulary: elements of music

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Artistic expression is tied to its time and culture.

Essential Question

What does music tell us about people and cultures?

Essential Learnings

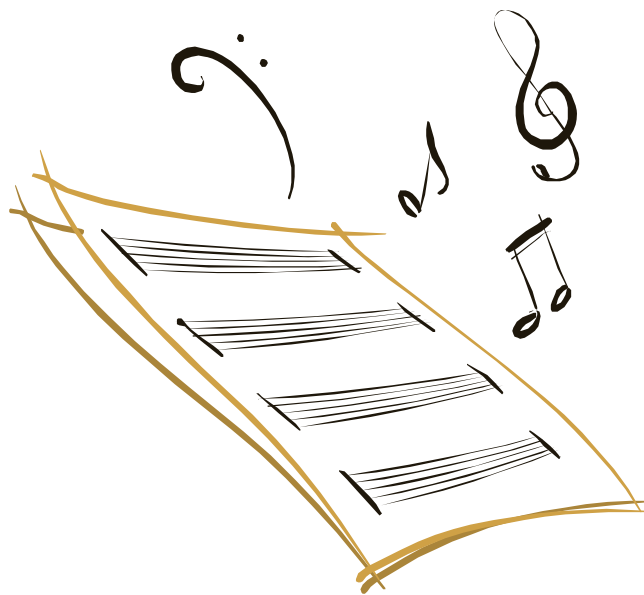
Essential Knowledge, Skills, Topics, Processes, and Concepts	SM9	Performs and listens to music from different traditions and cultures
		a Describes unique characteristics of songs from different places that serves different purposes
		b Performs excerpts or pieces from various cultures and time periods with a focus on regions studied in eighth social studies
		c Researches the six main periods of music history and presents information to peers

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

Suggested Timelines

Topic	Suggested Timeframe
Tree-Part Harmony	Embedded throughout the year
Small Ensemble	Embedded throughout the year
Blend and Balance	Embedded throughout the year
Singing with and without Instrumental Accompaniment	Embedded throughout the year
Technology in composition	Embedded throughout the year
Sight-reading Tonic and Dominant Intervals	Embedded throughout the year
Aural Error Detection in Parts	Embedded throughout the year
Meter and Texture	Embedded throughout the year
Criteria for Stylistic Evaluation	Embedded throughout the year
Connections Between Music and Other Subjects	Embedded throughout the year
Eighth Grade Social Studies	2-4 Week Unit
Six Main Periods of Music History	2-4 Week Unit

Middle School Advanced Vocal Level III Middle Level Select Choir (N16) Curriculum Essentials



Boulder Valley School District Music Content Standards and Middle School Advanced Vocal Level III Essential Learnings

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

To meet this standard, a Middle School student:

- √ Sings a varied repertoire of songs in three part harmony.

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 Middle School student:

- √ Sings with and without instrumental Accompaniment.

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

To meet this standard, a Middle School student:

- √ Creates harmony to a given melody.

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

To meet this standard, a Middle School student:

- √ Sight-reads an individual voice part from a vocal score.

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

To meet this standard, a Middle School student:

- √ Identifies and analyzes meter and texture in more complex music performances.

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

To meet this standard, a Middle School 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 Middle School student:

- √ Articulates connections between music and other subjects.

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

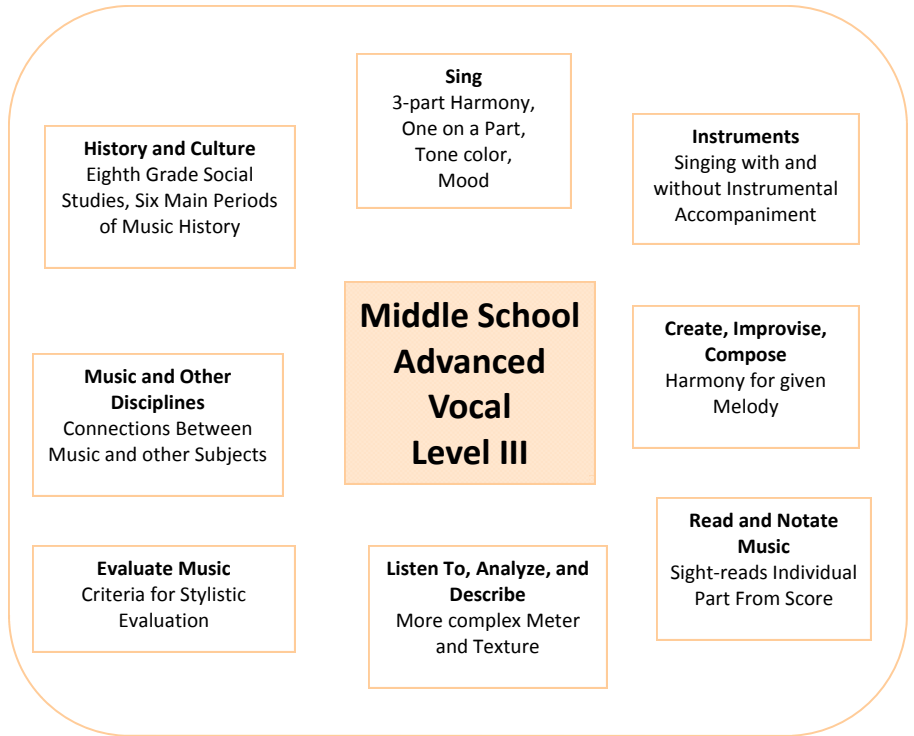
To meet this standard, a Middle School student:

- √ Performs and listens to music from different traditions and cultures.

BVSD Middle School Advanced Vocal Level III Overview

Course Description

Middle Level Select Choir is designed for the more mature middle school singer. Emphasis will be placed on more advanced choral techniques and multi-part singing. Culminating performances are a meaningful and mandatory component of this class. The course duration is one year. An audition or teacher’s consent is a prerequisite for the course.



Effective Components of a Middle School Advanced Vocal Level III Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback
- Demonstrates excellent rehearsal techniques to improve performance quality

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
- ✓ Non-CSAP Music Assessments

Essential Questions

- How can the overall quality of a performance be improved?
- How can instrumental accompaniment enhance performance?
- How is harmony created?
- How can a voice part within a multi-part song be sight-read?
- What is heard in music and how is it described?
- What criteria are used to evaluate a performance or composition and what elements most affect personal preference?
- What is the same in music and other subjects?
- What does music tell us about people and cultures?

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
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

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.

Essential Question

How can the overall quality of a performance be improved?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM1	Sings a varied repertoire of songs in three part harmony
	a	Demonstrates an awareness of blend and balance throughout expressive phrases
	b	Incorporates mood, tempo, dynamics, and tone color into a performance
	c	Sings in small ensembles with one student on a part

Key Academic Vocabulary: balance, blend, unity

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

Instrumental playing is a fundamental and universal form of expression

Essential Question

How can instrumental accompaniment enhance performance?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM2	Sings with and without instrumental accompaniment
		a Articulates interplay of accompaniment and vocal parts in a performance

Key Academic Vocabulary: accompaniment

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

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

Enduring Understanding

Improvisation and compositions enables students to express their own musical ideas.

Essential Question

How is harmony created?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM3	Creates harmony to a given melody
		<p>a Identifies appropriate sounds to create a harmonic addition to a melodic line</p>

Key Academic Vocabulary: groove, harmony

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Learning to read and notate music enable students to comprehend and express the universal language of music. Knowledge and understanding of music notation are essential to music literacy, notation are essential to music literacy.

Essential Question

How can a voice part within a multi-part song be sight-read?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM4	Sight-reads an individual voice part from a vocal score
	a	Identifies melodic direction in a passage and translates it to accurate sounds

Key Academic Vocabulary: sight-sing

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

People can become educated music listeners through learning to describe and analyze music as an expressive art form.

Essential Question

What is heard in music and how is it described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM5	Identifies and analyzes meter and texture in more complex music performances
		a Describes characteristics of texture and identifies meter using appropriate vocabulary

Key Academic Vocabulary: monophonic, homophonic, polyphonic, time signatures, mixed meter, simple meter, compound meter

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 are used to evaluate a performance or composition and what elements most affect personal preference?

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

The arts are connected to all other academic disciplines.

Essential Question

What is the same in music and other subjects?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM7	Articulates connections between music and other subjects
	a	Uses math, reading, art, science, and physical education terms and concepts to relate to music

Key Academic Vocabulary: elements of music

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

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Artistic expression is tied to its time and culture.

Essential Question

What does music tell us about people and cultures?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM8	Performs and listens to music from different traditions and cultures
		a Describes unique characteristics of songs from different places that serves different purposes
		b Performs excerpts or pieces from various cultures and time periods with a focus on regions studied in eighth social studies
		c Researches the six main periods of music history and performs a piece from one of the periods in a solo or small ensemble performance

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

Suggested Timelines

Topic	Suggested Timeframe
Three-Part Harmony	Embedded throughout the year
One on a Part	Embedded throughout the year
Tone Color, Mood	Embedded throughout the year
Singing with and without Instrumental Accompaniment	Embedded throughout the year
Harmony for Given Melody	Embedded throughout the year
Sigh-reads Individual Part from Score	Embedded throughout the year
More complex Meter and Texture	Embedded throughout the year
Criteria For Stylistic Evaluation	Embedded throughout the year
Connections Between Music and Other Subjects	Embedded throughout the year
Either Grade Social Studies	2-4 Week Unit
Six Main Periods of Music History	2-4 Week Unit

Middle School Show Choir Curriculum Essentials



Boulder Valley School District Music Content Standards and Middle Level Show Choir Essential Learnings

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

To meet this standard, a Middle School student:

- √ Sings a varied repertoire of songs with proper vocal production.

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 Middle School student:

- √ Sings with instrumental accompaniment.

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

To meet this standard, a Middle School student:

- √ Composes a short melody with lyrics .
- √ Improvises words within a given pulse.

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

To meet this standard, a Middle School student:

- √ Sight-reads short scale-wise passages of music.
- √ Reads a choral score accurately.

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

To meet this standard, a Middle School student:

- √ Identifies phrases in music performances.

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

To meet this standard, a Middle School student:

- √ Develops criteria to evaluate a piece.

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

To meet this standard, a Middle School student:

- √ Creates and performs original choreography.

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

To meet this standard, a Middle School student:

- √ Performs choreography from different historical aspects of show music, pop, rock, and jazz.

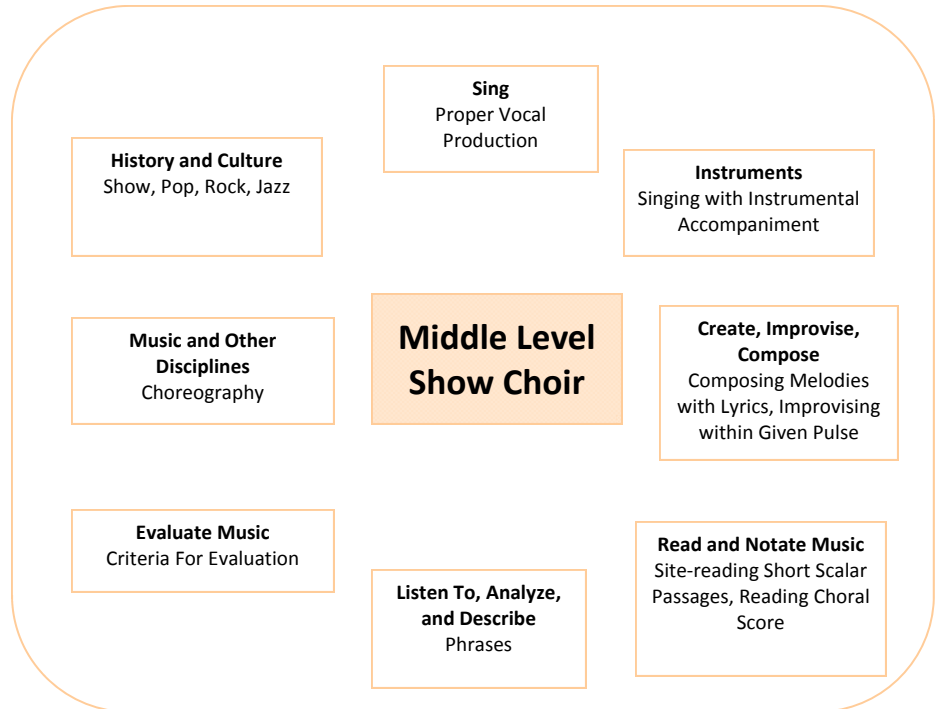
BVSD Middle Level Show Choir Overview

Course Description

Middle Level Show Choir is a course designed to give the more advanced vocalist the opportunity to study and perform music on the advanced level in pop, show, rock, and jazz styles. Additional emphasis is placed on the continuing development of good stage presence, more advanced choreography and student-designed choreography. Culminating performances are a meaningful and mandatory component of this class. As per all music performance classes, this is a yearlong course.

Effective Components of a Show Choir Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback
- Demonstrates excellent rehearsal techniques to improve performance quality



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
- ✓ Non-CSAP Music Assessments

Essential Questions

- How can singers perform independently and in a group with proper singing technique?
- How can singing be supplemented with instrument playing?
- How do musicians gain confidence in improvisation and how are matching lyrics and melody created?
- How are solfege and/or hand signs used to sight-read music?
- How do musicians distinguish individual parts and determine if the part is melody or harmony?
- What is heard in music and how is it described?
- What criteria are used to evaluate a performance or composition and what elements most affect personal preference?
- How does music and dance relate?
- How has music and choreography changed over time and what is the affect of music on dance styles?

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
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

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.

Essential Question

How can singers perform independently and in a group with proper singing technique?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM1	Sings a varied repertoire of songs with proper vocal production
		a Uses vocal development exercises to produce a relaxed open throat
		b Uses vocal development exercises to achieve accurate intonation
		c Uses vocal development exercises to breathe properly
		d Uses vocal development exercises to shape vowel sounds

Key Academic Vocabulary: Vocal technique, lifted soft palette, energy, diaphragm, stage presence, posture, director cues, intonation, vowel sounds (ah, eh, ee, oh, oo), pop, rock, show, jazz

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

Instrumental playing is a fundamental and universal form of expression.

Essential Question

How can singing be supplemented with instrument playing?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM2	Sings with instrumental accompaniment
		<p>Sings in tune while following director's cues</p> <p>a</p>

Key Academic Vocabulary: Accompaniment, intonation, cues

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

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

Enduring Understanding

Improvisation and compositions enables students to express their own musical ideas.

Essential Question

How do musicians gain confidence in improvisation and how are matching lyrics and melody created?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM3	Composes a short melody with lyrics
		a Creates lyrics to a given melody and creates music to given lyrics
	FM4	Improvise words within a given pulse
		a Creates a one-measure sung or spoken phrase on a non-pitched accompaniment

Key Academic Vocabulary: Lyrics, phrase, syllables, improvisation, body percussion

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Learning to read and notate music enable students to comprehend and express the universal language of music. Knowledge and understanding of music notation are essential to music literacy.

Essential Question

How are solfege and/or hand signs used to sight-read music?
How do musicians distinguish individual parts and determine if the part is melody or harmony?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	FM5	Sight-reads short scale-wise passages of music
		a Identifies solfege syllables
		b Applies syllables to standard music notation
	FM6	Reads a choral score accurately
		a Reads pitches on treble and bass clefs
		b Reads rhythms

Key Academic Vocabulary: Sight-reading, Curwen hand signs, solfege, harmony, melody, accompaniment, grade staff notes, rhythm (whole, half, quarter, eighth, sixteenth, and dotted rhythms)

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

People can become educated music listeners through learning to describe and analyze music as an expressive art form.

Essential Question

What is heard in music and how is it described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM7	Identifies phrases in music performances
		<p>a Describes characteristics of phrases and identify similarities and differences using music vocabulary</p>

Key Academic Vocabulary: Rhythm, melody, harmony, tempo, timbre, expressive qualities, dynamics, meter, form, texture

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 are used to evaluate a performance or composition and what elements most affect personal preference?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM8	Develops criteria to evaluate 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

The arts are connected to all other academic disciplines.

Essential Question

How does music and dance relate?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM9	Creates and performs original choreography
	a	Synthesizes musical and dance genres
	b	Demonstrates basic concepts of good stage movement

Key Academic Vocabulary: choreography, spotting, sight lines, formation, stage presence, visual impact

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Artistic expression is tied to its time and culture.

Essential Question

How has music and choreography changed over time and what is the affect of music on dance styles?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	SM10	Performs choreography from different historical aspects of show music, pop, rock, and jazz
		a Describes unique characteristics of choreography of different styles and time periods

Key Academic Vocabulary: Show music, pop, rock, jazz, big band, swing, line, partners

Suggested Timelines

Topic	Suggested Timeframe
Proper Vocal Production	Embedded throughout the year
Singing with Instrumental Accompaniment	Embedded throughout the year
Composing Melodies with Lyrics	Embedded throughout the year
Improvising Within Given Pulse	Embedded throughout the year
Sight-reading Short Scalar Passages	Embedded throughout the year
Reading Choral Score	Embedded throughout the year
Phrases	Embedded throughout the year
Criteria for Evaluation	Embedded throughout the year
Choreography	Embedded throughout the year
Show, Pop, Rock, Jazz	Embedded throughout the year