

South Burlington School District

K-12 Music Curriculum



Local Guidelines For School-Based Curriculum Implementation

Adopted by the Board of School Directors January 10, 2001

K-12 Music

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District Mission Statement

The mission of the South Burlington School District, a community committed to excellence in education, is to ensure that each student possesses the knowledge, skills, and character to create a successful and responsible life. We will do this by building safe, caring, and challenging learning environments, fostering family and community partnerships, utilizing global resources, and inspiring life-long learning.

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K-12 MUSIC CURRICULUM

PHILOSOPHY AND GOALS

Music is essential for the healthy development of the mind and spirit of every student. It is South Burlington's commitment to offer all students the opportunity to explore their musical potential. The sequential music curriculum will facilitate the development of artistic, academic, motor/physical, social/emotional and communication skills.

The goal of the South Burlington K-12 Music program is to ensure that all students in the music program have the opportunity to meet the standards in this curriculum. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student will be enriched by the skills, knowledge, and habits acquired in the study of music.

(Goals are adopted from the MENC National Standards for Arts Education, 1994)



VERMONT STANDARDS AND LEARNING OPPORTUNITIES

Expression

Speaking

1.15 Students use verbal and nonverbal skills to express themselves effectively.

Information Technology

Research

1.18 Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.

Approach

Application

2.6 Students apply prior knowledge, curiosity, imagination, and creativity to solve problems.

Taking Risks

2.8 Students demonstrate a willingness to take risks in order to learn.

Worth and Competence

Respect

3.3 Students demonstrate respect for themselves and others.

Relationships

Teamwork

3.10 Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus building and cooperation to work toward group decisions).

Critical Response

Eras and Styles

5.1 Students demonstrate understanding of the historical eras, styles, and evolving technologies that have helped define forms and structures in the arts, language, and literature.

Point of View

5.5 Students develop a point of view that is their own (e.g., personal standards of appreciation for the arts, language, and literature).

Artistic Process

Intent

5.22 Students convey artistic intent from creator to viewer or listener.

Music

5.31 Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.

5.32 Students translate an idea into music notation or sound.

NATIONAL PERFORMANCE STANDARDS FOR MUSIC

Content Standards

Grades K-12

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

LEARNING EXPECTATIONS

K-5

By the end of Kindergarten, all students should be able to:

1. produce high and low sounds.
2. begin to match and sing pitches.
3. demonstrate the variety of the human voice.
4. play a variety of tempi and dynamics.
5. play a variety of styles.
6. identify high and low sounds, and demonstrate with movement when listening.

By the end of Grade 1, all students should be able to:

1. sing call and response, and verse-refrain.
2. sing a variety of songs from diverse cultures and categories.
3. play a variety of tempi and dynamics.
4. play a variety of styles.
5. perform singing movement games and simple folk dances.

By the end of Grade 2, all students should be able to:

1. sing simple songs in tune with correct posture and diction.
2. sing simple songs from memory, alone and with others.
3. sing simple songs in a variety of modes and scales.
4. sing simple songs with a variety of accompaniments.
5. demonstrate long and short sounds, and silence.
6. sing simple songs with rhythmic accuracy.
7. develop a pleasant singing voice.
8. demonstrate solo singing.
9. sing songs with varying tempi and dynamics.
10. play rhythm patterns using long and short sounds and silence.
11. identify classroom instruments by sight.
12. begin to play at the appropriate time after an introduction.
13. play a variety of tempi and dynamics.
14. play a variety of styles.
15. create simple rhythm patterns.
16. invent simple accompaniments with classroom rhythm instruments.
17. show with body movement, melodic contour.
18. recognize previously taught melodies.
19. distinguish between long/short sounds, silences, steady beat and rhythm with movement.
20. recognize classroom instruments by sound and sight.
21. recognize AB/ABA, and demonstrate with movement.
22. demonstrate appropriate behavior in the context and style of music being performed.

By the end of Grade 3, all students should be able to:

1. experience singing a two-part round.
2. sing songs in various time signatures.
3. begin to sing after an introduction.
4. sing canons and simple rounds.
5. play a simple melody on a classroom instrument.
6. develop a sense of home tone.
7. play ostinati.
8. demonstrate the difference between steady beat and rhythm.
9. begin to play simple accompaniments.
10. demonstrate a proper technique on classroom instruments.
11. play a variety of tempi and dynamics.
12. play a variety of styles.
13. improvise a melody vocally and/or instrumentally.
14. create ostinati: spoken, sung, and played.
15. create a rhythmic and/or melodic composition in AB form.
16. create lyrics for a given melody or rhythm.
17. create movement that expresses various styles of music.
18. read rhythmic symbols including notes and rests.
19. take rhythmic dictation.
20. identify sections using letters AB/ABA.
21. identify pitch patterns.
22. identify phrases as same or different.
23. recognize and demonstrate with movement simple contrasts in tempi and dynamics.
24. create movement that expresses various styles of music.

By the end of Grade 4, all students should be able to:

1. maintain with others a vocal melody against spoken and sung ostinati.
2. begin to play simple accompaniments with I and V chords.
3. play complex rhythm patterns on classroom instruments.
4. play duple and triple meters on an instrument.
5. maintain melodic independence through playing of rounds and simple song forms.
6. play a variety of tempi and dynamics.
7. play a variety of tempi.
8. improvise a melody on classroom instruments given a chordal pattern.
9. create simple rhythmic or melodic compositions in various forms.
10. accompany with appropriate instruments a musical selection.
11. improvise within a group in various styles.
12. develop a working knowledge of the staff.
13. identify and write pitches on the staff.
14. follow the melodic line when singing.
15. interpret tempo and dynamic markings.
16. recognize musical phrases.
17. recognize the presence of multiple sounds.
18. associate lines in drawing to melodic lines.

By the end of Grade 5, all students should be able to:

1. sing more complex songs in a variety of modes and scales, in tune.
2. sing more complex songs with a variety of accompaniments.
3. begin to recognize home tone.
4. experience three and four part rounds, counter melodies, descants, and two part choral music.
5. sing songs with complex rhythms.
6. play a familiar song given the first pitch.
7. play independently in an ensemble.
8. play I, IV, V chords to accompany a melody.
9. play a variety of tempi and dynamics.
10. play a variety of styles.
11. improvise a melody on classroom instruments given a chord pattern.
12. create more complex rhythm patterns.
13. create more complex accompaniments.
14. create simple pieces in duple and triple meters.
15. create simple rhythmic or melodic compositions in various forms.
16. begin to sight-read pitches.
17. recognize pitch patterns and phrases by reading traditional symbols.
18. read unaccompanied, accompanied songs and two-part choral pieces.
19. recognize intervals.
20. read rhythmic symbols including rests and notes.
21. take rhythmic dictation.
22. recognize meter signatures.
23. recognize phrases as being the same or different.
24. identify with symbols introduction, coda and repetition and contrast of sections.
25. recognize repeat signs, first and second endings, D.C., D.S., and Fine.
26. recognize steps, leaps, and repeated tones.
27. identify major and minor.
28. recognize simple chord changes in accompaniments.
29. recognize vocal, instrumental, accompanied and unaccompanied vocal, solo, and ensemble music.
30. identify orchestral families by sound and sight.
31. demonstrate more complex dances.
32. describe the melodic contour.
33. recognize the presence of one or multiple parts.
34. describe the meter.
35. identify tone colors being used.
36. using appropriate music terminology, describe the form.
37. explain the musical style represented and state opinion.
38. demonstrate appropriate audience behavior in the context and style of music being performed.

LEARNING EXPECTATIONS

K-5

CONTENT STANDARD #1: Singing, alone and with others, a varied repertoire of music.

	K	1	2	3	4	5	Tools
<u>MELODY:</u>							
Produce high and low sounds.	<u>XX</u>	*	*	*			Checklist
Begin to match and sing pitches.	<u>XX</u>	*	*	*			Checklist
Sing simple songs in tune with correct posture and diction.	<u>X</u>	X	XX	*	*	*	Video
Sing simple songs from memory, alone and with others.	<u>X</u>	X	XX	*			Video
Sing simple songs in a variety of modes and scales.	<u>X</u>	X	XX	*			Concept Map
Sing simple songs in a variety of accompaniments.	<u>X</u>	X	XX	*			Concept Map
Sing more complex songs in a variety of modes and scales, in tune.				X	X	XX	Concept Map
Sing more complex songs with a variety of accompaniments.				X	X	XX	Concept Map
<u>HARMONY:</u>							
Begin to recognize home tone.				X	X	XX	Checklist
Maintain with others, a vocal melody against spoken and Sung Ostinati			X	X	XX	*	Checklist
Experience singing a two-part round.			X	XX	*	*	Concept Map
Experience three and four part rounds, counter melodies, descants, and two-part choral music.					X	XX	Checklist
<u>RHYTHM:</u>							
Demonstrate long and short sounds, and silence.	X	X	XX	*			Checklist
Sing simple songs with rhythmic accuracy.	<u>X</u>	X	XX	*			Concept Map
Sing songs with complex rhythms.				X	X	XX	Concept Map
Sing songs in various time signatures.	<u>X</u>	X	X	XX	*	*	Concept Map

X = Instruct

XX = Assess

* = Continued Observation

LEARNING EXPECTATIONS

K-5

CONTENT STANDARD #1: Singing, alone and with others, a varied repertoire of music.

	K	1	2	3	4	5	Tools
TIMBRE:							
Demonstrate the variety of the human voice.	XX	*	*	*			Checklist
Develop a pleasant singing voice.	<u>X</u>	X	XX	*	*	*	Checklist
Demonstrate solo singing.	<u>X</u>	X	XX	*			Checklist
FORM:							
Begin to sing after an introduction.	X	X	X	XX	*	*	Checklist
Sing call and response, and verse-refrain	<u>X</u>	XX	*	*	*	*	Checklist
Sing canons and simple rounds.			X	XX	*	*	Checklist
STYLE:							
Sing a variety of songs from diverse cultures and categories.	X	XX	*	*	*	*	Checklist
Sing songs with varying tempi and dynamics.	<u>X</u>	X	XX	*	*	*	Concept Map

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LEARNING EXPECTATIONS

K-5

CONTENT STANDARD #2: Performing on instruments, alone and with others, a varied repertoire of music.

	K	1	2	3	4	5	Tools
MELODY:							
Play a simple melody on a classroom instrument.	X	X	X	XX	*	*	Checklist
Play a familiar song given the first pitch.					X	XX	Checklist
Play independently in an ensemble.					X	XX	Concept Map Checklist
HARMONY:							
Develop a sense of home tone.	X	X	X	XX			Checklist
Play ostinati.	<u>X</u>	X	X	XX	*	*	Checklist
Begin to play simple accompaniments using I & V chords.			X	X	XX	*	Observ. List
Play I, IV, and V chords to accompany a melody.					X	XX	Checklist
RHYTHM:							
Play rhythm patterns using long and short sounds and silence.	X	X	XX	*	*		Checklist
Demonstrate the difference between steady beat and rhythm.		X	X	XX			Checklist
Begin to play simple accompaniments.	<u>X</u>	X	X	XX			Checklist
Play complex rhythm patterns of classroom instruments.				X	XX	*	Checklist
Play duple and triple meters on an instrument.				X	XX	*	Checklist Concept Map
TIMBRE:							Picture Wrksheet
Identify classroom instruments by sight.	X	X	XX				
Demonstrate a proper technique on classroom instruments	<u>X</u>	X	X	XX	*	*	Checklist
FORM:							
Begin to play at the appropriate time, after an introduction.	X	X	XX	*	*	*	Checklist
Maintain melodic independence through playing of rounds and simple song forms.					XX	*	Checklist
STYLE:							Concept Map
Play a variety of tempi and dynamics.	XX	XX	XX	XX	XX	XX	
Play a variety of styles.	<u>XX</u>	XX	XX	XX	XX	XX	Concept Map

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LEARNING EXPECTATIONS

K-5

CONTENT STANDARD #3: Improvising melodies, variations, and accompaniments.

CONTENT STANDARD #4: Composing and arranging music within specific guidelines.

	K	1	2	3	4	5	Tools
MELODY:							
Improvise a melody vocally and/or instrumentally.	X	X	X	XX	*	*	Checklist
Improvise a melody on classroom instruments given a chord pattern.					XX	XX	Checklist
HARMONY:							
Create ostinati: spoken, sung, and played.	X	X	X	XX	*	*	Checklist
Begin to harmonize melodies.						X	
Work individually and with others to improvise.					X	X	
RHYTHM:							
Create simple rhythm patterns.	X	X	XX	*			Checklist
Invent simple accompaniments with classroom rhythm instruments.	X	X	XX	*			Checklist
Create more complex rhythmic patterns.					X	XX	Checklist
Create more complex accompaniments.					X	XX	Checklist
Create simple pieces using duple and triple meters.					X	XX	Project
TIMBRE:							
Explore non-traditional ways of producing sound on found objects, the body, and instruments.	X	X	X	X	X	X	
Explore sound through instrument construction.				X	X	X	
FORM:							
Create a rhythmic and/or melodic composition in AB form.			X	XX			Project
Create simple rhythmic or melodic compositions in various forms.					XX	XX	Project

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LEARNING EXPECTATIONS

K-5

CONTENT STANDARD #3: Improvising melodies, variations, and accompaniments.

CONTENT STANDARD #4: Composing and arranging music within specific guidelines.

	K	1	2	3	4	5	Tools
STYLE:							
Create lyrics for a given melody or rhythm.		X	X	XX			Project
Create movement that expresses various styles of music.	<u>X</u>	X	X	XX	*	*	Checklist
Accompany with appropriate instruments a musical selection.	<u>X</u>	X	X	X	XX	*	Checklist
Improvise within a group in various styles.			X	X	XX	*	Checklist
Experiment with the effect of tempi and dynamics.				X	X	X	

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LEARNING EXPECTATIONS

K-5

CONTENT STANDARD #5: Reading and notating music.

	K	1	2	3	4	5	Tools
MELODY:							
Develop a working knowledge of the staff.				X	XX	*	Wrksheet
Identify and write pitches on the staff.				X	XX	*	Wrksheet
Begin to sight-read pitches.				X	X	XX	Checklist
Recognize pitch patterns and phrases by reading traditional symbols.				X	X	XX	Wrksheet
Follow the melodic line when singing.				X	XX	*	Checklist Observ.
HARMONY:							
Read unaccompanied songs, accompanied songs, and two part choral pieces.					X	XX	Observ. Checklist
Recognize intervals.					X	XX	Wrksheet
RHYTHM:							
Read rhythmic symbols including notes and rests.		X	X	XX	X	XX	Checklist Wrksheet
Take rhythmic dictation.		X	X	XX	X	XX	Wrksheet Manipul.
Recognize meter signatures.					X	XX	Wrksheet
FORM:							
Recognize phrases as being the same or different.				X	X	XX	Wrksheet
Will identify section using the letters AB/ABA.		X	X	XX	*	*	Checklist
Identify with symbols introduction, coda, and repetition and contrast of sections.					X	XX	Wrksheet
Recognize repeat signs, 1 st and 2 nd endings, DC, DS, and fine.					X	XX	Wrksheet
STYLE:							
Interpret tempo and dynamic markings.		X	X	X	XX	*	Wrksheet

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LEARNING EXPECTATIONS

K-5

CONTENT STANDARD #6: Listening to, analyzing, and describing music.

	K	1	2	3	4	5	Tools
MELODY: Identify high and low sounds, and demonstrate with movement.	XX	*	*	*			Checklist
Show with body movement, melodic contour.	X	X	XX	*			Checklist
Recognize previously taught melodies.	X	X	XX	*			Checklist
Identify pitch patterns.	X	X	X	XX			Multi C.
Recognize musical phrases.	X	X	X	X	XX	*	Diagram
Recognize steps, skips and repeated tones.			X	X	X	XX	Multi C.
Identify major and minor.					X	XX	Multi C.
HARMONY: Recognize the presence of multiple sounds.	X	X	X	X	XX	*	Multi Choice
Recognize simple chord changes in accompaniments.					X	XX	Wrksheet
RHYTHM: Distinguish between long/short sounds, silences, steady beat and rhythm with movement.	X	X	XX	*			Observ.
Experience duple and triple meters.	X	X	X	X	X	X	
TIMBRE: Recognize vocal, instrumental, accompanied and unaccompanied vocal, solo, and ensemble music.	X	X	X	X	X	XX	Multi C.
Recognize classroom instruments by sound and sight.	X	X	XX	*			Multi C.
Begin to identify orchestral families by sound and sight.	X	X	X	X			Checklist
Identify orchestral families by sound and sight.					X	XX	Multi C.
FORM: Identify phrases as the same or different.	X	X	X	XX			Multi C. Short Answers
Recognize AB/ABA, and demonstrate with movement.	X	X	XX	*			Checklist
Experience Rondo, theme and variations, introduction and Coda.					X	X	Checklist

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LEARNING EXPECTATIONS

K-5

CONTENT STANDARD #6: Listening to, analyzing, and describing music.

	K	1	2	3	4	5	Tools
STYLE: Experience and improvise movement to a variety of musical styles.	X	X	X	X			Concept Map
Recognize and demonstrate with movement simple contrasts in tempi and dynamics.	X	X	X	XX			Checklist
Experience multi-cultural music aurally and with movement.	X	X	X	X	X	X	Concept Map
Perform singing/movement games, and simple folk dances.	X	XX	*	*			Checklist
Demonstrate more complex dances.					X	XX	Checklist
Create movement that expresses various styles of music.	X	X	X	XX	*	*	Checklist

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XX = Assess

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LEARNING EXPECTATIONS

K-5

CONTENT STANDARD #7: Evaluating music and music performances.

	K	1	2	3	4	5	Tools
MELODY: Describe the melodic contour.	X	X	X	X	X	XX	Squilt Short Answer
HARMONY: Recognize the presence of one or multiple parts.	X	X	X	X	X	XX	Squilt Short Answer
RHYTHM: Describe the meter.	X	X	X	X	X	XX	Squilt Short Answer
TIMBRE: Identify tone colors being used.	XX	X	X	X	X	XX	Squilt Short Answer
FORM: Using appropriate music terminology, describe the form.					X	XX	Squilt Short Answer
STYLE: Explain the musical style represented and state opinion.	X	X	X	X	X	XX	Squilt Short Answer

X = Instruct

XX = Assess

* = Continued Observation

LEARNING EXPECTATIONS

K-5

CONTENT STANDARD #8: Understanding relationships between music, the other arts, and disciplines outside the arts.

	K	1	2	3	4	5	Tools
MELODY: Associate lines in drawing to melodic lines.		X	X	X	XX	*	Diagram
HARMONY: Associate harmony to culture through discussion and musical example.		X	X	X	X	X	Concept Map
RHYTHM: Associate rhythm to environmental sounds (rain, thunder) and relate steady beat with mathematics.	X	X	X	X	X	X	Concept Map
TIMBRE: Associate timbre to colors of the spectrum.	X	X					Concept Map
FORM: Explore dances from other cultures.	X	X	X	X	X	X	Concept Map
STYLE: Study and sing a repertoire of pieces that are used in the celebrations, holidays, and traditions of other cultures.	X	X	X	X	X	X	Concept Map

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XX = Assess

* = Continued Observation

LEARNING EXPECTATIONS

K-5

CONTENT STANDARD #9: Understanding music in relation to history and culture.

	K	1	2	3	4	5	Tools
MELODY: Listen to pieces from various periods of music and cultures.	X	X	X	X	X	X	Concept Map
HARMONY: Listen to pieces of music from other cultures and discuss the presence of, or lack of harmony.					X	X	Concept Map
RHYTHM: Move to music from various cultures.	X	X	X	X	X	X	Concept Map
TIMBRE: Explore instruments from other cultures.	X	X	X	X	X	X	Concept Map
FORM: Explore relationship of music to storytelling in various cultures.	X	X	X	X	X	X	Concept Map
Explore various uses of music in our daily lives.	X	X	X	X	X	X	Concept Map
STYLE: Demonstrate appropriate audience behavior in the context and style of music being performed.	X	X	XX	*	*	XX	Checklist

X = Instruct

XX = Assess

* = Continued Observation

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LEARNING EXPECTATIONS

CHORUS Grades 6-8

National Standard	VT Standard	Activity	Assessment
4. Composing and arranging music within specified guidelines. 7-Evaluate music and music performance.	2. 6, 5. 31, 5. 32, 1. 14, 5. 4, 5. 5, 5. 7, 5. 22, 5. 24, 5. 28	Students compose a vocal descant for a given melody and perform composition for class.	Self-assessment and peer assessment rubric. Classroom performance and discussion.
6. Listening to, analyzing, and describing music. 9. Understanding music in relation to history and culture.	2. 6, 1. 14, 5. 1, 5. 3, 5. 4, 5. 5, 5. 25	By using many different styles and types of music from various cultures, students will analyze and describe the music in relation to its history and origin.	Teacher assessed through dialogue and classroom activities.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.	2. 6, 1. 14, 5. 1, 5. 3, 5. 4, 5. 5, 5. 7, 5. 25, 5. 28	Students will understand relationships between music and other disciplines by comparing and contrasting musical works from specified time periods with literature, visual art, dance etc. from the same time period.	Interdisciplinary projects will be assessed by use of teacher-developed rubric as well as self-evaluation.
1. Singing, alone and with others, of varied repertoire of music.	5. 31, 5. 22, 5. 7, 2. 6	Students will perform unison, two and three part choral literature grade appropriates with accurate pitch and rhythm.	Weekly assessment through oral and written dictation.
3. Improvising melodies, variations, and accompaniments.	2. 6, 5. 31, 5. 32, 5. 7, 5. 1, 5. 22, 5. 24 5. 28	Students will improvise phrases in the same style to "answer" the given rhythmic and melodic phrase.	Students will demonstrate understanding by answering the given phrase in a similar style, tonality, and rhythmic example(Oral or written).
5. Reading and notating music.	2. 6, 5. 31, 5. 32, 5. 7	Sight-read, accurately and expressively, music with a level of difficulty of 2 on a scale of 1 to 6 through daily visual and oral exercises using solfege and rhythm syllables.	Small group assessment during rehearsal through written dictation and oral/visual game play (see example).
4. Composing and arranging music within specified guidelines. 7. Evaluate music and music performance.	2. 6, 5. 31, 5. 32, 1. 14, 5. 4, 5. 5, 5. 7, 5. 22, 5. 24, 5. 28	Students compose a vocal descant for a given melody and perform composition for class.	Self-assessment and peer assessment rubric Classroom performance and discussion.

LEARNING EXPECTATIONS

BAND Grade 6

National Standard	VT Standard	Activity	Assessment
<p>2. Performing on instruments alone and with others, a varied repertoire of music.</p> <p>2a. Students perform at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, embouchure, good breath, bow, stick and mallet control.</p>	<p>5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.</p> <p>3.3 Worth and Competence Students shall demonstrate respect for themselves and others.</p> <p>2.6 Approach Students apply prior knowledge, creativity to solve problems.</p> <p>2.8 Taking Risks Students demonstrate a willingness to take risks in order to learn.</p>	<p>YAMAHA BAND STUDENT</p> <p>Concepts introduced:</p> <ul style="list-style-type: none"> • Fingerings • Embouchure • Stick control • 8, 16, and up to 32 measure melodies • Beginner level one band arrangements • Solo repertoire level one 	<p>Quarterly individual performance tests. Final exam, individual performance tests.</p>
<p>5. Reading and notating music.</p> <p>5a. Students read whole, half, quarter and eighth, dotted half, dotted quarter notes, and rests in 2/4, 3/4, 4/4 time.</p>	<p>5.32 Music Students translate an idea into music notation or sound.</p> <p>3.10 Teamwork Students perform effectively on teams that set and achieve goals.</p> <p>3.3 same as above</p>	<p>YAMAHA BAND STUDENT</p> <p>Concepts introduced:</p> <ul style="list-style-type: none"> • Time signature • Key Signature • Reading and counting rhythms • Naming notes 	<p>Quarterly individual performance test. Semester written test.</p>
<p>6. Listening to, analyzing, and describing music.</p> <p>6c. Students demonstrate knowledge of the basic principles of meter, rhythm, and melody in their analysis of music.</p>	<p>5.32 Music Students translate an idea into music notation or sound.</p>	<p>Melodic and rhythmic dictation</p> <p>Concepts introduced:</p> <ul style="list-style-type: none"> • Students listen to 4 measure rhythms and melodies four to eight times • Students write down melodies and rhythms accurately 	<p>Quarterly rhythmic and melodic dictation quizzes.</p>

LEARNING EXPECTATIONS

MUSIC APPRECIATION Grade 6

National Standard	VT Standard	Activity	Assessment
6. Listening to, analyzing, and describing music 6a. Students describe music events in a given aural example, using appropriate terminology.	5.31 Music Critical Response 5.1 Eras and Styles 5.5 Point of View	Students listen to music examples to identify: <ul style="list-style-type: none"> • Specific instruments • Families of instruments • Pairing of instruments 	Oral and written exams.
6. Listening to, analyzing, and describing music 6b. Students analyze the use of elements of music in aural examples representing diverse genres and cultures.	Same as above	Listening to Tchaikovsky’s “Nutcracker Suite”, and Duke Ellington/Billy Strayhorn’s version of the same Concepts introduced: <ul style="list-style-type: none"> • Compare and Contrast • Genre and Historical placement • Tonality • Instrumentation 	Oral discussion.
	Expression 1.15 Students use verbal and nonverbal skills to express themselves. Information Technology: Research 1.18 Students use computers, telecommunications, and other tools of technology to gather information and ideas, and to represent info and ideas accurately and appropriately.	Using Computer Technology and Software: <ul style="list-style-type: none"> • Research Projects • Exploring the Internet • In class demonstrations of instruments 	Oral and Written Projects.

10/2/00

LEARNING EXPECTATIONS

TIME LAB (Technology in Music Education) Grades 6-8

National Standard	VT Standard	Activity	<u>Assessment</u>
2. Performing on instruments, alone and with others, a varied repertoire of music.	2.6, 5.3, 5.31, 5.32, 5.4	<ul style="list-style-type: none"> a. Students perform with expression and technical accuracy on the piano keyboard a level 2 on a scale of 1 to 6. b. Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument. 	<p>Students are assessed by teacher observation and self-evaluation.</p> <p>Computer print out of student progress is gathered. Computer program will allow a student to move to the next lesson only when they have mastered the current lesson.</p>
3. Improvising melodies, variations, and accompaniments.	2.6, 5.22, 5.24, 5.28	<ul style="list-style-type: none"> a. Students improvise simple harmonic accompaniments. b. Students improvise melodic embellishments and simple rhythmic and melodic variations on melodies in major keys. c. Students improvise short melodies in a consistent style, meter, and tonality. 	<p>Aural and or oral teacher assessment.</p> <p>Assessment by teacher and peers.</p> <p>Computer assessment printout.</p>
4. Composing and arranging music within specified guidelines.	2.6, 5.1, 5.31, 5.32, 5.4	<ul style="list-style-type: none"> a. Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. b. Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. 	<p>Self-assessment and teacher assessment through the use of a rubric.</p> <p>Assessment with rubric.</p>

9/7/00

LEARNING EXPECTATIONS

TIME LAB (Technology in Music Education) Grades 6-8

National Standard	VT Standard	Activity	Assessment
5. Reading and notating music.	2.6, 5.1, 5.22, 5.28, 5.4	a. Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4,3/4,4/4 time signatures. b. Students read at sight simple melodies in both the treble and bass clefs. c. Students use standard notation to record their musical ideas and musical ideas of others.	Assessment through computer printout and teacher assessment. Teacher assessment through student demonstration on piano. Peer, teacher, or self-assessment with rubric.
6. Listening to, analyzing, and describing music.	1.14, 2.6, 5.1, 5.3, 5.4, 5.5, 5.7	a. Students describe specific music events in a given aural example, using appropriate terminology. b. Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analysis of music.	Assessment through written and oral description. Computer assessment with print out.
7. Evaluating music and music performances.	1.14, 3.1, 3.11, 3.3, 5.28, 5.3, 5.4, 5.5, 5.7	a. Students evaluate the quality and effectiveness of their own and other's performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.	Assessment with rubric.
9. Understanding music in relation to history and culture.	1.14, 2.6, 5.1, 5.3, 5.4, 5.7	a. Students describe distinguishing characteristics of representative genres and styles from a variety of cultures.	Assessment through written and or oral description.

9/7/00

LEARNING EXPECTATIONS

BAND Grades 7-8

The Seventh and Eighth grade concert band curriculum will be based on a method book entitled, "Technique Through Performance" by Frank Ericson. It will be supplemented with individual concert band selections (Graded 2-3). Units one through ten below are bases on the method book.

Vermont Framework	National Standard	Activity	Assessment
5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.	2. Performing on instruments, alone and with others, a varied repertoire of music. Students perform at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.	Unit One (Concert Eb Major) Concepts introduced: <ul style="list-style-type: none"> • Modulation • Key Changes • Accidentals • Conducting Patterns 	Worksheets and Observation.
5.32 Music Students translate an idea into music notation or sound. 3.10 Teamwork Students perform effectively on teams that set and achieve goals.	5. Reading and notating music. Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve. 4. Composing and arranging music within specified guidelines.	Unit Two (Concert F Major) Concepts introduced: <ul style="list-style-type: none"> • 6/8 and Alla Breve (cut time) meter • Syncopation • Terminology: D.C. al Fine Unit project: Students will compose a short rhythmic composition with a partner.	Composition Rubric, worksheets and observation.
5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.	2. Performing on instruments, alone and with others, a varied repertoire of music. Students perform at least one instrument accurately and independently, alone and in small and large ensembles, ewith good posture, good playing position, and good breath, bow, or stick control.	Unit Three (Concert C Major) Concepts introduced: <ul style="list-style-type: none"> • Chromatic Scale • Triplets • Staccato articulation Corresponding rhythm # 5, 6, and 10 in Rhythm Digest.	Observation.
	2. Performing on instruments, alone and with others, a varied repertoire of music. 6. Listening to, analyzing, and describing music. Students describe specific events in a given aural example, using appropriate terminology.	Unit Four (Concert Db Major) Concepts introduced: <ul style="list-style-type: none"> • 5/4, 6/4 and 3/2 Meters • Legato Articulation Unit Project: Students will identify various articulations and styles from aural examples.	Worksheets and observation.

LEARNING EXPECTATIONS

BAND Grades 7-8

Vermont Framework	National Standards	Activity	Assessment
5.32 Music Students translate an idea into music notation or sound.	2. Performing on instruments, alone and with others, a varied repertoire of music. 4. Composing and arranging music within specified guidelines.	Unit Five (Concert Bb Major) Concepts introduced: <ul style="list-style-type: none"> • 3/8, 4/8, 5/8, and 7/8 Meters Unit Project: Students will compose a short melody using the various meters studied in this unit. Corresponding rhythm exercises: #7, 8, 9, and 13.	Rubric for composition, worksheets and observation.
5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.	2. Performing on instruments, alone and with others, a varied repertoire of music.	Unit Six (Concert G Major) Concepts introduced: <ul style="list-style-type: none"> • Key Signatures and the Circle of Fifths 	Worksheets and observation.
	2. Performing on instruments, alone and with others, a varied repertoire of music. 9. Understanding music in relation to history and culture. Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.	Unit Seven (Concert AB Major) Concepts introduced: <ul style="list-style-type: none"> • Ties • Off-beats • The Rag (History of) Unit Project: Corresponding rhythm exercises: #7, 8, 9, and 13.	Rubric for unit project and observation.
5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.	2. Performing on instruments, alone and with others, a varied repertoire of music.	Unit Eight (Concert D Major) Concepts introduced: <ul style="list-style-type: none"> • Terminology: Larghetto, Bel Canto, a tempo, anacrusis, tenuto 	Terminology quiz and observation.

LEARNING EXPECTATIONS

BAND Grades 7-8

Vermont Framework	National Standard	Activity	Assessment
	2. Performing on instruments, alone and with others, a varied repertoire of music. 6. Listening to, analyzing, and describing music. Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analysis of music.	Unit Nine (Concert G and D Minor) Concepts introduced: <ul style="list-style-type: none"> • Harmonic and Melodic Minor Scales Unit Project: Students will identify the differences between major and minor key signatures in various musical examples.	Worksheet and observation.
5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.	2. Performing on instruments, alone and with others, a varied repertoire of music.	Unit Ten (Concert C and F Minor) Concepts introduced: <ul style="list-style-type: none"> • Natural Minor Scales 	Observation.
5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.		Students will play all the following concert pitch scales by memory with corresponding arpeggios: Eb, F, C, Db, Bb, G, Ab, and D Major and the Bb chromatic scale. They will understand and be able to identify all major key signatures.	Final playing exam and written tests. (Grade sheet included)
1.16 Artistic Dimensions Students use a variety of forms, such as music to create projects that are appropriate in terms of the following dimensions: <ul style="list-style-type: none"> • Skill Development • Reflection and Critique • Approach to work 	5. Reading and Notating Music Advanced: Students who participate in and instrumental ensemble or class: Sight-read, accurately and expressively, music with a level of difficulty of 4 on a scale of 1 to 6.	Students will perform respective parts of concert band literature selected for concert performances with correct notes, rhythms, phrasing, dynamics and articulation.	Observation and public concerts.

LEARNING EXPECTATIONS

BAND Grades 7-8

Vermont Framework	National Standards	Activity	Assessment
<p>5.1 Eras and Styles Students demonstrate understanding of the historical eras, styles, and evolving technologies that have helped define forms and structures in the arts.</p> <p>5.22 Intent Students convey artistic intent from creator to viewer or listener.</p> <p>5.26 Analysis Students develop and present vasic analysis of works in the arts from structural, historical, economic, and cultural perspectives.</p> <p>5.32 Music Students translate an idea into music notation or sound.</p>	<p>All Standards</p> <ol style="list-style-type: none"> 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 3. Improvising melodies, variations, and accompaniments. 4. Composing and arranging music within specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture. 	<p>Students will complete a study guide corresponding with specific concert band literature once each semester. These will be chosen from the selection of repertoire and guides listed on page 6.</p> <p>Individual units will be added as completed.</p>	<p>Study guides, projects, and written tests on terminology each semester.</p>

9/25/00

LEARNING EXPECTATIONS

BAND Grades 9-12

Vermont Framework	National Standard	Activity	Assessment
<p>5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.</p>		<p><u>9th Grade</u> Students will play all Major scales and corresponding arpeggios and chromatic scales. They will understand and be able to identify all major key signatures.</p> <p><u>10th Grade</u> Same as 9th Grade. Students will also be able to play the natural minor scales and arpeggios in the following keys: Bb, C, F, G and A.</p> <p><u>11th Grade</u> Same as 10th Grade including harmonic minor scales in the following keys: Bb, C, F, G and A.</p> <p><u>12th Grade</u> Everything listed for 11th Grade including melodic minor scales in the following keys: Bb, C, F, G and A.</p>	<p>Quarterly playing exams and written tests.</p>
<p>1.16 Artistic Dimensions Students use a variety of forms, such as music to create projects that are appropriate in terms of the following dimensions:</p> <ul style="list-style-type: none"> • Skill Development • Reflection and Critique • Approach to work 	<p>5. Reading and Notating Music Advanced:</p> <p>Students who participate in and instrumental ensemble or class: Sight-read, accurately and expressively, music with a level of difficulty of 4 on a scale of 1 to 6.</p>	<p>Students will perform respective parts of concert band literature selected for concert performances with correct notes, rhythms, phrasing, dynamics and articulation.</p>	<p>Quarterly individual performance tests and public concerts.</p>
<p>5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.</p>	<p>2. Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.</p>	<p>Students will perform the district solo for the following school year and record themselves on a CD for their personal portfolio.</p>	<p>End of year final exam.</p>

LEARNING EXPECTATIONS

BAND Grades 9-12

Vermont Framework	National Standard	Activity	Assessment
<p>1.14 Critique Students critique what they have heard. This is evident when students:</p> <ul style="list-style-type: none"> • Observe • Describe • Extend • Interpret • Make connections 	<p>7. Evaluating music and music performances. Advanced: c. Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.</p>	<p>Students will evaluate their own performance of the district solo using the recording of them on CD.</p>	<p>Performance Rubric (included). Solo Evaluation.</p>
<p>5.1 Eras and Styles Students demonstrate understanding of the historical eras, styles, and evolving technologies that have helped define forms and structures in the arts. 5.22 Intent Students convey artistic intent from creator to viewer or listener. 5.26 Analysis Students develop and present basic analysis of works in the arts from structural, historical, economic, and cultural perspectives. 5.32 Music Students translate an idea into music notation or sound.</p>	<p>All Standards 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 3. Improvising melodies, variations, and accompaniments. 4. Composing and arranging music within specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture.</p>	<p>Students will complete a study guide corresponding with specific concert band literature once each semester. These will be chosen from the selection of repertoire and guides listed on page 6.</p> <p>Individual units will be added as completed.</p>	<p>Study guides, projects, and written tests on terminology each semester.</p>
<p>5.7 Audience Response Students respond constructively as members of an audience (e.g., at plays, speeches, concerts, and town meeting).</p>	<p>7. Evaluating music and music performances. b. Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models</p>	<p>Students will evaluate a musical performance of any approved, professional concert each semester.</p>	<p>Performance evaluation form.</p>
<p>5.23 Critique Students critique their own and others' works in progress, both individually and in groups, to improve upon content.</p>	<p>7. Evaluating music and music performances. a. Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, and apply the criteria in their own personal participation in music.</p>	<p>Students will evaluate the Concert Bands recorded performances of works in progress and pieces ready for performance.</p>	<p>Ensemble Performance Evaluation form (included).</p>

LEARNING EXPECTATIONS

CHORUS Grades 9-12

National Standard	VT Standard	Activity	Assessment
1. Singing alone and with others, a varied repertoire of music.	5.31, 5.22, 5.7, 2.6	Students will learn and perform an appropriate vocal solo work of level 1-6 (depending upon grade level and proficiency) and will record performance at indicated times throughout the school year to be made part of Senior Music Portfolio. (This could include a New England solo).	Teacher- and self- assessment rubrics modeled after the All-State form.
5. Reading and notating music. Proficient: a. Students demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.	2.6, 5.31, 5.32, 5.7	Students will perform their own parts of chorus repertoire for concert performances with: <ul style="list-style-type: none"> • Correct notes • Correct rhythms • Appropriate phrasing • Accurate dynamics 	<ul style="list-style-type: none"> • Quarterly performance and written exams • Public concerts
5. Reading and notating music; Proficient: In a choral ensemble, students will sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1-6.	2.6, 5.31, 5.32, 5.7	Students will perform musical examples with: <ul style="list-style-type: none"> • Correct notes • Correct rhythms • Appropriate phrasing • Accurate dynamics 	<ul style="list-style-type: none"> • Classroom
<ol style="list-style-type: none"> 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 3. Improvising melodies, variations, and accompaniments. 4. Composing and arranging within specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture. 	2.6, 5.31, 5.32, 5.24, 5.28, 1.14, 5.4, 5.5, 5.7, 5.22	Students will do classroom work corresponding to a specific choral piece once each semester. The pieces are to be chosen from a list of specifically chosen repertoire (currently a work in progress).	<ul style="list-style-type: none"> • Teacher-made study guides • Student projects • Listening guides • Exams
9. Evaluating music and music performances	1.14, 3.1, 3.11, 3.3, 5.28, 5.3, 1.15, 5.4, 5.5, 5.7	Students will attend local concerts and critique the performances. Students will critique recordings of their own performances.	Teacher generated evaluation forms

LEARNING EXPECTATIONS

JAZZ ENSEMBLE Grades 9-12

National Standard	VT Standard	Activity	Assessment
<p>2. Performing on instruments alone and with others, a varied repertoire of music. 2a. Students perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control. 2b. Students perform with expression and technical accuracy on at least one string, wind, brass, or percussion instrument a repertoire of instrumental literature with a level or difficulty of 3.</p>	<p>5.31, 5.32, 3.3,2.6, 5.22,3.10, 2.8</p>	<p>Students practice audition piece to be played solo. Concepts introduced:</p> <ul style="list-style-type: none"> • Preparation for audition process. • Problem solving. • Preparation of rhythms in the jazz style 	<p>Students audition individually with rhythm section.</p>
<p>2. Performing on instruments... 2c. Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</p>	<p>5.31, 5.32, 3.3, 2.6, 3.10, 2.8, 5.22</p>	<p>Students study and perform several pieces of work in the jazz tradition. These pieces are chosen to explore cultural diversity in jazz and world music. Concepts introduced:</p> <ul style="list-style-type: none"> • Swing 8th notes • Even 8th notes • 12/8, 6/8, meter • 2/3 and 3/2 clave rhythm • Polyrhythm <p>Conga and Timbale rhythms</p>	<p>Individual performance test. Concert and Festival performances.</p>
<p>Improvising melodies, variations, and accompaniments 3c. Students improvise short melodies, accompanied over given harmonic progressions, in a consistent style, meter, and tonality.</p>	<p>SAME AS ABOVE</p>	<p>Students in the jazz ensemble improvise melodies over 12 and 16 bar blues progressions, 32 bar standard song form, and sections designed for solos during big band arrangements. Concepts introduced:</p> <ul style="list-style-type: none"> • 12, 16, 24 bar blues • 32 bar standard song form • 2/5/1 chord progressions • wholetone and diminished scales • blues scales 	<p>Individual performance test. Concerts and Festivals.</p>
<p>9. Understanding music in relation to history and culture.</p>		<p>Students in the jazz ensemble explore the roots of jazz through listening to and attending recorded and live performances. Students improve their performing and understanding of jazz music through this procedure. Concepts introduced:</p> <ul style="list-style-type: none"> • American Jazz styles; Swing, Be-Bop, Cool, Hard-Bop, Modern, Fusion • Afro-Cuban music • Funk to Hip-hop 	<p>Jazz Festival Adjudication. Concert Performance.</p>

ASSESSMENT

Elementary:

Assessment is a vital part of the elementary music program. The tools that we use for assessment allow us to monitor the progress of a large number of students within a limited amount of time.

The tools used for group assessment are: the concept map, videos, checklists, and projects. Individual assessment is done using picture and multiple choice worksheets, short answers, manipulatives, and SQUILT journals. All students' individual assessments are placed in their individual portfolios. These portfolios are used along with classroom observation, to map students' progress toward mastery of the standards.

6-12 Performance Ensemble:

Instrumental and Vocal Ensembles: All SBHS performance ensemble classes (Concert Band and Chorus grades 6-12, Jazz Band, and Chamber Music) are performance ensembles where the focus of the class is to learn about instrumental and vocal technique, ensemble technique, musical expression and about music in general through the teamwork and literature of the ensemble. Because of the nature of these classes, assessment can be very difficult and has in the past often been very subjective on the part of the instructor. In the SBHS music curriculum, objective assessment tools have been built in to alleviate some of the subjectivity, to help meet the National Standards and Vermont Framework, and to give the students goals towards which they can work.

TIME Lab Assessment:

Students are assessed through computer software, teacher evaluation. Student progress is logged into the district network and stored for evaluation. The progressive software builds on subsequent knowledge gained from the previous lesson and allows the student to progress onto the next objective only when that student has successfully mastered the lesson.

9-12:

Each student in the program grades 9-12 is given an individual quarterly playing/singing exam and scored based on the same numbering scale as the All-State Festival auditions. They use an evaluation form that has been devised by the Vermont Music Educator's Association. To prepare adequately, the students receive the grading sheet before their test.

Concert Band:

The final exam is an individual playing exam that is recorded on an individual CD portfolio and is evaluated by not only the instructor, but the student themselves (“Solo Evaluation”). Each student receives a CD their 9th Grade year and will keep it through their 12th Grade year so that they are able to hear the progress they have made. All other projects and performance critiques are graded using a rubric, which the students see before their assignment is due. In addition to the performance evaluations, written work and tests are given throughout the year to reinforce the musical concepts taught.

Music Appreciation:

Each student is assessed with written and listening exams as well as an oral presentation. Listening skills are used to detect instrumentation and form from musical examples of various styles and cultures. A written quiz is given on classification of instruments. Students display a multitude of learning skills through research projects presented to the class orally. These projects are evaluated by the teacher.

Ensemble Performance Evaluation Form

Tone Quality

- _____ Tone quality is not affected adversely by pitch range
- _____ Ensemble performs with resonant tone quality
- _____ Ensemble performs consistently with centered tone
- _____ Tone quality consistently is supported
- _____ Tone quality is not thin or breathy

Intonation

- _____ Intonation is not affected adversely by dynamics
- _____ Pitches are performed accurately
- _____ The ensemble performs with an accurate sense of tonality (Does it all sound like it is in the correct key?)
- _____ Intonation is not affected adversely by breath support
- _____ Intonation is accurate in extreme high ranges of pitch.

Rhythmic Accuracy

- _____ Entrances and releases are executed together
- _____ Ensemble performs accurately the melodic rhythm (Does everything line up?)
- _____ Ensemble performs with a correct sense of meter
- _____ Ensemble performs with consistent tempo.

Dynamics

- _____ Crescendos are performed with even growth of sound
- _____ Decrescendos are performed with even dissipation of sound
- _____ Dynamics are performed accurately and stylistically
- _____ Dynamic contrast can be heard within music sections and phrases
- _____ Dynamic contrast can be heard between different musical sections

Expression

- _____ Proper style in regard to historical style period or cultural tradition
- _____ There is a sense of a "high point" in each phrase
- _____ Ensemble performs with a sense of tempo rubato* when appropriate
- _____ Ensemble performs in a tempo that is technically and stylistically appropriate
- _____ The spirit or feeling of the music is portrayed rather than just the mechanics

Balance and Blend

- _____ Balance/blend of the ensemble is not affected adversely by pitch range
- _____ Melody is heard distinctly
- _____ Firm harmonic contribution of second and third instrumental parts
- _____ The ensemble is not dominated by one or more instrumental sections
- _____ The ensemble is not dominated by one or individual performers

Indicate two places in your own individual and the ensemble's performance that are in need of specific improvement. Indicate where and how the ensemble may improve.

	Location	Problem/Difficulty	Suggestion for improvement
Ensemble			
Myself			

Concert Band Assessment #1

Student's Name:

Title of Solo:

Solo Evaluation

Tone

(Check ONE only)

The student's tone:

- 5 _____ is full, rich and characteristic of the tone quality of the instrument in all ranges and registers.
4 _____ is of a characteristic tone quality in most ranges, but distorts occasionally in some passages
3 _____ exhibits some flaws in production (i.e. a slightly thin or unfocused sound, somewhat forced, breath not always used efficiently, etc.)
2 _____ has several major flaws in basic production (i.e. consistently thin/unfocused sound, forced, breath not used efficiently).
1 _____ is not a tone quality characteristic of the instrument.

Note Accuracy

The student performs:

- 5 _____ no note errors, overall accurate performance.
4 _____ a few wrong notes that did not detract from the overall performance.
3 _____ some wrong notes that detracted, at times, from the overall performance.
2 _____ many wrong notes that substantially detracted from the overall performance. Student was unable to complete passages.
1 _____ significant number of note errors, whole sections incorrectly performed.

Intonation

The student's intonation:

- 5 _____ is accurate throughout, in all ranges and registers
4 _____ is accurate, but student fails to adjust on isolated pitches, yet demonstrates minimal intonation difficulties.
3 _____ is mostly accurate, but includes out of tune notes. The student does not adjust problem pitches to an acceptable standard of intonation.
2 _____ exhibits a basic sense of intonation, yet has significant problems, student makes no apparent attempt at adjustment of problem pitches.
1 _____ is not accurate. Student's performance is continuously out of tune.

Rhythmic accuracy

The student performs:

- 5 _____ no rhythm errors, overall accurate performance.
4 _____ a few wrong rhythm figures.
3 _____ some wrong rhythm figures.
2 _____ many wrong rhythm figures that detracted from overall performance. Student was unable to complete passages.
1 _____ significant number of rhythm errors, whole sections incorrectly performed.

Technique/Articulation

**Check ALL that apply (Worth 2 points each)*

The student demonstrates:

- _____ appropriate and accurate tonguing
_____ appropriate slurs as marked.
_____ appropriate accents as marked.
_____ appropriate ornamentation as marked.
_____ appropriate length of notes as marked (i.e. legato, staccato).

Style

**Check ALL that apply (Worth 3 points each)*

The student demonstrates:

- _____ Tempo is consistent with tempo indicators.
- _____ Performs the intended dynamic contrasts.
- _____ Performs the desired articulations.
- _____ Uses expressive elements (dynamics, articulation, and tempo) to create phrases.

Comments:

Total points earned: _____

Evaluator's signature _____

Date evaluated _____