

Music Department Mission Statement

We pledge to create a positive and supportive creative learning environment, and provide a program of high quality music education and training in which members will build a foundation for life-long contribution to the cultural enlightenment of the community.

Music Department Core Curriculum (Draft)

The Massachusetts Music Curriculum

Core concept - In music people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts

Guiding Principles

- I. An effective music curriculum provides a sequential program of music instruction for all students beginning in preschool and continuing through high school
- II. An effective music curriculum emphasizes development of students' skills and understanding of creating, performing, and responding.
- III. An effective music curriculum promotes knowledge and understanding of the historical and cultural contexts of the arts.
- IV. An effective music curriculum uses a variety of assessment methods to evaluate what students know and are able to do.
- V. An effective music curriculum provides opportunities for students to make connections among the arts, with other disciplines within the core curriculum, and with arts resources in the community.

Music Strands and Learning Standards

1. Singing. Students will sing, alone and with others, a varied repertoire of music.
2. Reading and Notation. Students will read music written in standard notation.
3. Playing Instruments. Students will play instruments, alone and with others, to perform a varied repertoire of music.
4. Improvisation and Composition. Students will improvise, compose, and arrange music.
5. Critical Response. Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Pre K–12 STANDARD 1: Singing

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

By the end of basic study in grades 9–12, students will:

- 1.1 Sing with expression and technical accuracy a large repertoire of vocal literature representing various genres, style, cultures, and historical periods, with a difficulty of 4, on a scale of 1 to 6, including works performed by memory*
- 1.2 Sing music written in four parts, with and without accompaniment
- 1.3 Demonstrate well-developed ensemble skills

By the end of extended study in grades 9–12, students will:

- 1.4 Sing with expression and technical accuracy a large and varied repertoire of vocal literature representing various genres, styles, cultures, and historical periods, with a level of difficulty of 5, on a scale of 1 to 6, including works performed by memory*
- 1.5 Sing music written in more than four parts
- 1.6 Sing in small ensembles with one student on a part

Pre K–12 STANDARD 2: Reading and Notation

Students will read music written in standard notation.

By the end of extended study in grades 9–12, Students will:

- 2.1 Demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs
- 2.2 Read and sing at sight difficult melodies, all intervals, and seventh chords and their inversions in arpeggiated form
- 2.3 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6*

Pre K–12 STANDARD 3: Playing Instruments

Students will play instruments, alone and with others, to perform a varied repertoire of music.

By the end of basic study in grades 9–12, students will:

- 3.1 Perform with expression and technical accuracy a large repertoire solo and ensemble literature representing various genres, styles, cultural and historical periods, with a level of difficulty of 4, on a scale of 1 to 6*
- 3.2 Perform an appropriate part in an ensemble, demonstrating well developed ensemble skills
- 3.3 Perform in small ensembles with one student on a part

By the end of extended study in grades 9–12, Students will:

- 3.4 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, cultural and historical periods, with a level of difficulty of 5, on a scale of 1 to 6*

Pre K–12 STANDARD 4: Improvisation and Composition
Students will improvise, compose, and arrange music.

By the end of basic study in grades 9–12, students will:

- 4.1 Improvise stylistically appropriate harmonizing parts
- 4.2 Improvise rhythmic and melodic variations on given melodies in pentatonic, major, and minor tonalities
- 4.3 Improvise original melodies over given chord progressions consistent in style, meter, and tonality
- 4.4 Compose music in several distinct styles using the elements of music for expressive effect
- 4.5 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of sound sources

By the end of extended study in grades 9–12, Students will:

- 4.6 Improvise stylistically appropriate harmonizing parts in a variety of styles
- 4.7 Improvise rhythmic and melodic variations on given melodies in pentatonic, major, minor, and modal tonalities
- 4.18 Improvise original melodies in a variety of styles, over given chord progressions consistent in style, meter, and tonality
- 4.19 Compose and arrange music, demonstrating imagination and technical skill in applying the principles of composition
- 4.20 Demonstrate an understanding of choral and instrumental scoring in composition

PreK–12 STANDARD 5: Critical Response

Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

By the end of basic study in grades 9–12, students will:

- 5.1 Demonstrate an understanding of how musical elements interact to create expressiveness in music
- 5.2 Demonstrate knowledge of the technical vocabulary of music
- 5.3 Listen to performances of extended length and complexity with proper attention and audience protocol

By the end of extended study in grades 9–12, Students will:

- 5.4 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive
- 5.5 Demonstrate the ability to perceive, remember, and describe in detail significant occurrences in a given aural example
- 5.6 Compare and contrast ways in which compositional devices and techniques are used in two or more examples of the same piece, genre, or style