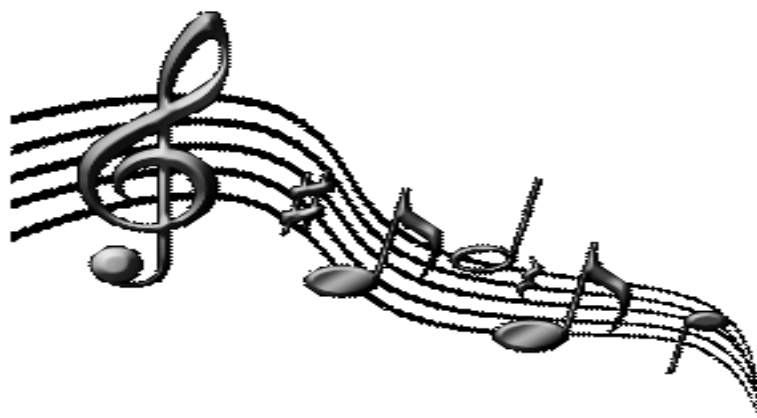


Windham School District



K-12 Music Curriculum

Approved by the Windham School Board on June 3, 2014

Windham School District
Windham, New Hampshire

K-12 Music Department

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Windham School District

K-12 Music Department Vision Statement

Arts education is an integral part of the emotional, academic, and social development of our students here in Windham. As arts educators, we aim to provide our students with opportunities to express themselves both individually and collectively through the participation in reflective and analytical practices providing greater insight into historical and cultural perspectives. This will enable our students to build interpersonal relationships with each other and within themselves that will prepare them to be positive contributors to our society. Therefore, the arts provide a means of developing an appreciation of becoming more interconnected within the society in which we live.

With this in mind, it is our objective as music educators to provide a framework for our students to experience this art form in a meaningful and enriching way, enabling them to express themselves and appreciate music on a deeper level. Music is both a collaborative and personal endeavor that can be experienced on a myriad of levels. Whether our students are performing or engaging in a musical activity, our objective is to expose them to musical practices that will enable inner growth and development. These musical experiences serve as a catalyst for higher-level and critical thinking as well as the development of problem solving skills. It is through this process that students are able to truly connect with music as both an art form and expressive outlet.

Students that participate in the music program in the Windham School District will be provided a well-rounded education that will be filled with high quality performance opportunities as well as a safe environment to create music, challenge themselves, and be self-expressive. Through this, we are confident that our students will develop emotionally in order to be both sophisticated and versatile individuals who are creative purveyors and participants in society. Our graduates will embrace the life skills necessary to be confident and tolerant collaborators in all aspects of their lives.

Windham School District
K-12 Music Curriculum
Content Directory by Course and Unit

General Music

Grade 1

Singing/Vocalization
Music Theory
Creative Movement
Instrumental

Grade 2

Singing/Vocalization
Music Theory
Creative Movement
Instrumental

Grade 3

Music Theory
Evaluation of Music
Creative Movement
Singing/Vocalization
Instrumental

Grade 4

Music Theory
Evaluation of Music
Creative Movement
Singing/Vocalization
Instrumental

Grade 5

Music Theory
Evaluation of Music
Creative Movement
Singing/Vocalization
Instrumental

Grade 6 – meets for one quarter

Elements of Music
Rhythm
Music in the Movies

Grade 7 - meets for one quarter
Music Theory and Piano Performance
Music Theory and Piano Composition
Concert Promotion

Grade 8 - meets for one quarter
American Music History
Composing with Garage Band
Music in the Schools

Grades 9-12

Beginning Guitar – meets for one semester
Basics of Rhythm
Chord Structure and Form
Guitar Playing Techniques
Rehearsal and Performance Techniques
Reading and Playing Notation Guitar Literature

Music and the Media – meets for one semester
Effects of Music on Emotions: View and Perspectives in Media
Historical Media and Musical Icons/Events
Politics, Commercialism, and Music in the Media
Effects of Social Media on Music and Society
Technology and Media

Percussion and World Drumming – meets for one semester
Simple, Compound, and Varied Meter
Cultural and Societal Influences on Varied Styles of Percussion Music
Playing and Performance Technique
Pitched Percussion Instruments
Rhythm, Beat, and Tempo

Music Theory I/Keyboard Lab – meets for one semester
Rhythm
Piano Keyboard
Tonality
Simple and Compound Meter

Music Theory II/Keyboard Lab – meets for one semester
Review Unit
Non-Harmonic Tones
Analysis
Intervals
Chords
Cadences

Choir

Grade 6

- Sight-Reading
- Music Literacy
- Vocal Health and Technique
- Rehearsal and Performance Technique

Grade 7

- Sight-Reading
- Music Literacy
- Vocal Health and Technique
- Rehearsal and Performance Technique

Grade 8

- Sight-Reading
- Music Literacy
- Vocal Health and Technique
- Rehearsal and Performance Technique

WHS Concert Choir/Chamber Honors

- Music Literacy
- Rehearsal and Performance Techniques
- Sight-Reading
- Vocal Health and Technique

Strings

Grade 3

- Introduction of Musical Skills
- Musicianship
- Performance Skills and Evaluation

Grade 4

- Musicianship
- Performance Skills and Evaluation

Grade 5

- Musicianship
- Performance Skills and Evaluation

Band

Grade 4

- Introduction of Skills
- Musicianship
- Performance Skills and Evaluation

Grade 5

- Musicianship
- Performance Skills and Evaluation

Grade 6

- Aesthetics of Music
- Rehearsal Techniques
- Rhythm Reading

Grade 7

- Aesthetics of Music
- Rehearsal Techniques
- Rhythm Reading

Grade 8

- Aesthetics of Music
- Rehearsal Techniques
- Rhythm Reading

WHS Concert Band/Honors Wind Ensemble

- Aesthetics of Music
- Evaluation of Musical Performance
- Rehearsal and Performance Practices
- Sight-Reading

Honors Jazz Ensemble

- Improvisation
- Balance, Blend, and Phrasing
- Evaluation of Musical Performance
- Rehearsal Techniques and Procedures
- Sight-Reading

GENERAL
MUSIC

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **1**

Title of Unit:	Singing/Vocalization
Enduring Understandings	Expression through singing will encourage students to develop an appreciation for emotional expression and will encourage them to appreciate all art forms.
Essential Questions	Why is it important to sing with proper technique? How does singing with others help us to be better listeners? Why is a quality tone important when singing?
Content	Students will understand how to produce a quality tone
Skills	Students will be able to listen and match pitch Students will be able to produce a quality sound Students will be able to differentiate between falsetto and lower register Students will be able to read and memorize lyrics
Common	Evaluate performances of various songs performed by students.

Summative Assessments	
Standards	National Standards for Music Education: 1. Sing, alone and with others, a varied repertoire of music. 7. Evaluating music and music performances.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** **Grade: 1**

Title of Unit:	Music Theory
Enduring Understandings	Knowledge of the structure of music will give students skills that will relate across the arts and to various other disciplines.
Essential Questions	Why do we use note values in music? Why are there different pitches on the staff? How does music relate to math concepts? How does understanding music theory help us read music better?
Content	Students will understand note reading and rhythm patterns.
Skills	Students will clap quarter notes, two eighth notes, and quarter rests while reading rhythm cards. Students will play particular pitches on boomwhackers by reading lines or spaces on the staff.
Common Summative Assessments	Student performance of rhythm cards and/or pitch playing on boomwhackers.

Standards	National Standards for Music Education: 2. Perform on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 7. Evaluating music and music performances.
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **1**

Title of Unit:	Creative Movement
Enduring Understandings	Students will understand that adding movement to a performance enhances it.
Essential Questions	How do dance movements help to reinforce musical concepts? How does choreography enhance a performance? How does pantomime differ from acting?
Content	Students will understand how to create movements to accompany lyrics and music.
Skills	Students will perform choreographed movements to accompany lyrics. Students will create creative movements to follow a musical story. Students will pantomime while following music.
Common Summative Assessments	Evaluate group performances of musical accompaniment.

Standards	National Standards for Music Education: 8. Understand relationships among music, the other arts, and disciplines outside the arts.
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **1**

Title of Unit:	Instrumental
Enduring Understandings	Creation and performance of rhythm instruments will encourage students to develop skills that can be used across the arts and other disciplines.
Essential Questions	How does correct posture affect your playing? Are there multiple ways to play a percussion instrument? What is the difference between a pitched and non-pitched percussion instrument?
Content	Students will understand how to play simple rhythms and pitches on percussion instruments.
Skills	Students will play non-pitched percussion instruments, echoing basic rhythms. Students will play pitched percussion instruments, following pitch names.
Common Summative Assessments	Evaluate student performances of various songs.
Standards	National Standards for Music Education:

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|--|---|
| | <ol style="list-style-type: none">2. Students will be able to perform on instruments, alone and with others, a varied repertoire of music.5. Reading and notating music6. Listening to, analyzing, and describing music |
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **2**

Title of Unit:	Singing/Vocalization
Enduring Understandings	Expression through singing will encourage students to develop an appreciation for emotional expression and will encourage them to appreciate all art forms.
Essential Questions	Why is it important to sing with proper technique? How does singing with others help us to be better listeners? Why is a quality tone important to singing?
Content	Students will understand how to produce a quality tone.
Skills	Students will be able to listen and match pitch. Students will be able to produce a quality sound. Students will be able to differentiate between falsetto and lower register. Students will be able to read and memorize lyrics.

Common Summative Assessments	Evaluate performances of various songs performed by students
Standards	National Standards for Music Education: 1. Sing, alone and with others, a varied repertoire of music 6. Listening to, analyzing, and describing music 7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **2**

Title of Unit:	Music Theory
Enduring Understandings	Knowledge of the structure of music will give students skills that will relate across the arts and to various other disciplines.
Essential Questions	Why do we use note values in music? Why are there different pitches on the staff? Why do we need half, dotted-half, and whole notes? How does music relate to math concepts? How does understanding music theory help us read music better?
Content	Students will understand note reading and rhythm patterns.
Skills	Students will clap and sing quarter notes, two eighth notes, quarter rests, half notes, dotted half notes, and whole notes while reading rhythm cards. Students will play particular pitches on boomwhackers by reading lines or spaces on the staff. Students will play various note values on recorders using a steady beat and tone.

Common Summative Assessments	Student performance of rhythm cards and/or pitch playing on boomwhackers. Student identification of lines, spaces, and note values when given 2 or more.
Standards	National Standards for Music Education: 2. Perform on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **2**

Title of Unit:	Instrumental
Enduring Understandings	Creation and performance of rhythm instruments will encourage students to develop skills that can be used across the arts and other disciplines.
Essential Questions	How does correct posture affect your playing? What is the difference between a percussion and a wind instrument? What is the difference between a pitched and non-pitched percussion instrument? Why is following the conductor important when playing with others?
Content	Students will understand how to play simple rhythms and pitches on percussion instruments.
Skills	Students will play non-pitched percussion instruments, echoing basic rhythms. Students will play pitched percussion instruments, following pitch names while watching the conductor.
Common Summative	Evaluate performances of various songs performed by students

Assessments	
Standards	National Standards for Music Education: 2. Students will be able to perform on instruments, alone and with others, a varied repertoire of music 5. Reading and notating music 6. Listening to, analyzing, and describing music 7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **3**

Title of Unit	Creative Movement
Enduring Understandings	<p>Analysis and interpretation of artistic dance from structural and cultural perspectives encourages students to develop an appreciation for the arts.</p> <p>Communication of creative ideas through movement encourages students to develop an appreciation for the language of dance.</p> <p>The expression of human emotion through creative movement encourages students to develop an appreciation for the art form of dance.</p>
Essential Questions	<p>How do dance movements help to reinforce musical concepts?</p> <p>How does choreography enhance a performance?</p>
Content	Students will understand how to create movements to accompany lyrics and music.
Skills	<p>Students will create choreography movements to go with lyrics.</p> <p>Students will create choreography movements to go with instrumental music.</p> <p>Students will create music to accompany dramatizations.</p>
Common	Evaluate group performances of movement accompaniment.

Summative Assessments	
Standards	National Standards for Music Education: 7. Evaluate music and music 8. Understand relationships among music, the other arts, and disciplines outside the arts.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **3**

Title of Unit	Music Theory
Enduring Understandings	Knowledge of the structure of music will give students skills that will relate across the arts and to various other disciplines.
Essential Questions	How does understanding the fundamentals of music reading help us to play musical instruments? How does music relate to math concepts? How does understanding music theory help us to become better musicians? How does knowing how to read music help us to communicate with other musicians?
Content	Students will understand note reading and rhythm patterns.
Skills	Students will be able to play the recorder while reading music. Students will memorize memory tricks to learn the note names on the staff. Students will be able to identify line and space notes on the staff. Students will be able to identify note names on the staff.

	<p>Students will be able to identify quarter notes, half notes, whole notes, and eighth notes.</p> <p>Students will be able to identify quarter rests, half rests, and whole rests.</p> <p>Students will be able to clap various different rhythm patterns.</p>
Common Summative Assessments	<p>Evaluate performances on the recorder.</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none">2. Perform on instruments, alone and with others, a varied repertoire of music5. Reading and notating music6. Listening to, analyzing, and describing music7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **3**

Title of Unit	Evaluation of Music
Enduring Understandings	<p>Evaluation of instrumental performances encourages students to improve the quality of performances.</p> <p>Analysis and interpretation of musical works from structural, historical and cultural perspectives encourages students to develop an appreciation for the arts.</p>
Essential Questions	<p>How does evaluating an instrumental performance improve ability to play in an ensemble?</p> <p>How does evaluating instrumental and choral performances improve quality?</p> <p>How does evaluating an instrumental performance improve listening skills?</p>
Content	Students will understand how to self-evaluate instrumental and choral performances to improve musicianship.
Skills	<p>Students will be able to evaluate recorder and choral performances in the classroom.</p> <p>Students will be able to evaluate recorder performances according to specific guidelines on a rubric.</p> <p>Students will be able to evaluate both solo and small ensemble recorder performances in the classroom.</p>
Common Summative	Evaluate both solo and small group performances.

Assessments	
Standards	National Standards for Music Education: 5. Reading and notating music 6. Listening to, analyzing, and describing music 7. Evaluate music and music performances 9. Understanding music in relation to history and culture

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **3**

Title of Unit	Instrumental
Enduring Understandings	Creation and performance of instrumental music will encourage students to develop skills that can be used across the arts and other disciplines.
Essential Questions	How does learning how to play the recorder help us to learn how to read music? Why do we need to learn how to play the recorder? How does playing the recorder help us to play a band instrument in the future?
Content	Students will understand how to play various percussion instruments and the recorder.
Skills	Students will be able to use correct embouchure, posture, and hand positions when playing the recorder. Students will play specific songs by reading the notes and using the correct fingerings. Students will memorize songs to play for performance.
Common Summative Assessments	Student performance of recorder songs and live performances.

Standards	National Standards for Music Education: 2. Students will be able to perform on instruments, alone and with others, a varied repertoire of music 5. Reading and notating music 6. Listening to, analyzing, and describing music 7. Evaluating music and music performances
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **3**

Title of Unit	Singing/Vocalization
Enduring Understandings	Expression through singing will encourage students to develop an appreciation for emotional expression and will encourage them to appreciate all art forms.
Essential Questions	Why is it important to sing with proper technique? How does singing with others make us better listeners and musicians?
Content	Students will understand how to produce/sing a quality tone.
Skills	Students will be able to listen and match pitch. Students will be able to produce a quality sound. Students will be able to differentiate between falsetto and lower voice. Students will be able to reading music, lyrics and memorization of lyrics.
Common Summative Assessments	Evaluation of live choral performances and their own participation within the performance

Standards	National Standards for Music Education: 1. Sing, alone and with others, a varied repertoire of music 6. Listening to, analyzing, and describing music 7. Evaluating music and music performances
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **4**

Title of Unit	Evaluation of Music
Enduring Understandings	<p>Evaluation of instrumental performances encourages students to improve the quality of performances.</p> <p>Analysis and interpretation of musical works from structural, historical and cultural perspectives encourages students to develop an appreciation for the arts.</p>
Essential Questions	<p>How does evaluating an instrumental performance improve ability to play in an ensemble?</p> <p>How does evaluating an instrumental performance improve the quality of a performance?</p> <p>How does evaluating an instrumental performance improve listening skills?</p>
Content	Students will understand how to self-evaluate instrumental and choral performances to improve musicianship.
Skills	<p>Students will be able to evaluate recorder and choral performances in the classroom.</p> <p>Students will be able to evaluate recorder and choral performances according to specific guidelines on a rubric.</p> <p>Students will be able to evaluate both solo and small ensemble recorder and choral performances in the classroom.</p>
Common Summative	Evaluate both solo and ensemble performances.

Assessments	
Standards	National Standards for Music Education: 5. Reading and notating music 6. Listening to, analyzing, and describing music 7. Evaluate music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **4**

Title of Unit	Music Theory
Enduring Understandings	Understanding the structure of music will give students skills that will relate across the arts and to various other disciplines.
Essential Questions	How does knowing the fundamentals of music reading help us to play instruments? How do note values relate to math concepts? How does understanding music theory help us to read music more accurately?
Content	Students will understand note reading and rhythm patterns.
Skills	Students will be able to play the recorder while reading music. Students will memorize memory tricks to learn the note names on the staff. Students will be able to identify line and space notes on the staff. Students will be able to identify note names on the staff. Students will be able to identify quarter notes, half notes, whole notes, and eighth notes.

	<p>Students will be able to identify quarter rests, half rests and whole rests.</p> <p>Students will be able to clap various different rhythm patterns.</p>
Common Summative Assessments	<p>Evaluate live performances on the recorder.</p> <p>Note reading assessments.</p> <p>Notation and note value assessments.</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none">2. Perform on instruments, alone and with others, a varied repertoire of music5. Reading and notating music6. Listening to, analyzing, and describing music7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **4**

Title of Unit	Creative Movement
Enduring Understandings	<p>Analysis and interpretation of artistic dance from structural and cultural perspectives encourages students to develop an appreciation for the arts.</p> <p>Communication of creative ideas through movement encourages students to develop an appreciation for the language of dance.</p> <p>The expression of human emotion through creative movement encourages students to develop an appreciation for the art form of dance.</p>
Essential Questions	<p>How do purposeful movements help to enhance a performance?</p> <p>How does dance and choreography enhance choral and/or instrumental music?</p>
Content	Students will understand how to create movements to go with lyrics of choral music.
Skills	<p>Students will create choreography movements to go with musical performances.</p> <p>Students will create musical accompaniments to correlate with stories.</p> <p>Students will create movements to accompany African chants</p>

Common Summative Assessments	Evaluate student choreographed performances
Standards	National Standards for Music Education: 8. Understand relationships among music, the other arts, and disciplines outside the arts.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **4**

Title of Unit	Instrumental
Enduring Understandings	Creation and performance of instrumental music will encourage students to develop skills that can be used across the arts and other disciplines.
Essential Questions	How does learning how to play the recorder help us to learn how to read music? How does learning how to play the recorder prepare us for playing a band instrument? How does rhythmic accuracy help us to stay together when we play in an ensemble?
Content	Students will understand how to play various pitched and non-pitched percussion instruments including the recorder.
Skills	Students will use correct embouchure, posture and hand positions when playing the recorder. Students will play specific songs by reading the notes and using the correct fingerings. Students will memorize songs to play for performance.
Common Summative	Student performance of recorder songs in live concert.

Assessments	
Standards	National Standards for Music Education: 2. Students will be able to perform on instruments, alone and with others, a varied repertoire of music 5. Reading and notating music 6. Listening to, analyzing, and describing music 7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **4**

Title of Unit	Singing/Vocalization
Enduring Understandings	Expression through singing will encourage students to develop an appreciation for emotional expression and will encourage them to appreciate all art forms.
Essential Questions	Why is it important to sing with proper technique? How does singing with others make us better listeners? Why is it important to blend vocal timbres when singing two or three-part music?
Content	Students will understand how to produce a quality tone.
Skills	Students will be able to match pitch. Students will be able to produce a quality tone. Students will be able to differentiate between falsetto and lower voice. Students will be able to read music, lyrics and memorize lyrics.
Common Summative	Evaluate group vocal performances

Assessments	
Standards	National Standards for Music Education: 1. Sing, alone and with others, a varied repertoire of music 6. Listening to, analyzing, and describing music 7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **5**

Title of Unit	Singing/Vocalization
Enduring Understandings	Expression through singing will encourage students to develop an appreciation for emotional expression and will encourage them to appreciate all art forms.
Essential Questions	Why is it important to sing with proper technique? How does singing with others make us better listeners? Why is it important to blend vocal timbres when singing two or three-part music?
Content	Students will understand how to produce a quality tone.
Skills	Students will be able to match pitch. Students will be able to produce a quality tone by choosing dark vowels when singing. Students will be able to differentiate between falsetto/head voice and the lower register. Students will be able to read music, lyrics and memorize lyrics. Students will be able to use solfege syllables to sing with pitch accuracy and recognize intervals.

	<p>Students will be able to hear, read, sing, and perform melody patterns using hand signs. Students will learn how to breath from the diaphragm in order to support a quality tone.</p>
Common Summative Assessments	<p>Evaluate group performances of vocal performances.</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none">1. Sing, alone and with others, a varied repertoire of music6. Listening to, analyzing, and describing music7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **5**

Title of Unit	Creative Movement
Enduring Understandings	<p>Analysis and interpretation of artistic dance from structural and cultural perspectives encourages students to develop an appreciation for the arts.</p> <p>Communication of creative ideas through movement encourages students to develop an appreciation for the language of dance.</p> <p>The expression of human emotion through creative movement encourages students to develop an appreciation for the art form of dance.</p>
Essential Questions	<p>How do purposeful movements help to enhance a performance?</p> <p>How does dance and choreography enhance choral and/or instrumental music?</p>
Content	<p>Students will understand how to create movements to go with lyrics of choral music.</p> <p>Students will dramatize Broadway musicals.</p>
Skills	<p>Students will create choreography movements to go with musical performances.</p> <p>Students will create movements while dramatizing operas and musicals.</p>

	Students will dramatize the story of “The Phantom of the Opera.”
Common Summative Assessments	Evaluate student-choreographed performances.
Standards	National Standards for Music Education: 8. Understand relationships among music, the other arts, and disciplines outside the arts.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **5**

Title of Unit	Instrumental
Enduring Understandings	Creation and performance of instrumental music will encourage students to develop skills that can be used across the arts and other disciplines.
Essential Questions	How does learning how to play the keyboard help students to develop spatial awareness? How does rhythmic accuracy help us to stay together when we play in an ensemble? How does learning how to play the keyboard help students to understand mathematical concepts?
Content	Students will understand how to identify white and black key names on the keyboard.
Skills	Students will be able to identify white and black key names on the keyboard. Students will be able to play a C Major scale on a keyboard. Students will be able to play a short composition on a keyboard.
Common Summative Assessments	Evaluation of student performance in class.

Standards	National Standards for Music Education: 2. Students will be able to perform on instruments, alone and with others, a varied repertoire of music 5. Reading and notating music 6. Listening to, analyzing, and describing music 7. Evaluating music and music performances
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **5**

Title of Unit	Music Theory
Enduring Understandings	Understanding the structure of music will give students skills that will relate across the arts and to various other disciplines.
Essential Questions	How does knowing the fundamentals of music help us to read music. How do note values relate to math concepts? How does understanding music theory help us to read music more accurately?
Content	Students will understand note reading and rhythm patterns.
Skills	Students will be able to recognize various different rhythm patterns. Students will memorize memory tricks to learn the note names on the treble and bass staff. Students will be able to identify line and space notes on the treble and bass staff. Students will be able to identify quarter notes, half notes, whole notes and eighth notes. Students will be able to identify quarter rests, half rests, and whole rests.

	Students will be able to use solfege syllables to read simple pitch notation.
Common Summative Assessments	Evaluation of live choral performances. Note reading assessments. Notation and note value assessments. Rhythm dictation assessments.
Standards	National Standards for Music Education: 2. Perform on instruments, alone and with others, a varied repertoire of music 5. Reading and notating music 6. Listening to, analyzing, and describing music 7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **General Music** Grade: **5**

Title of Unit	Evaluation of Music
Enduring Understandings	<p>Evaluation of instrumental performances encourages students to improve the quality of performances.</p> <p>Analysis and interpretation of musical works from structural, historical and cultural perspectives encourages students to develop an appreciation for the arts.</p>
Essential Questions	<p>How does evaluating an instrumental performance improve ability to play in an ensemble?</p> <p>How does evaluating an instrumental performance improve the quality of a performance?</p> <p>How does evaluating an instrumental performance improve listening skills?</p>
Content	Students will understand how to evaluate instrumental and choral performances to improve ability.
Skills	<p>Students will be able to evaluate live choral performances.</p> <p>Students will be able to evaluate choral performances according to specific guidelines on a rubric.</p> <p>Students will be able to evaluate musical compositions.</p>
Common Summative	Evaluate both solo and ensemble performances.

Assessments	
Standards	National Standards for Music Education: 5. Reading and notating music 6. Listening to, analyzing, and describing music 7. Evaluate music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Appreciation** Grade: **6**

Title of Unit	Elements of Music
Enduring Understandings	Recognizing the 6 elements of music, (rhythm, melody, harmony, form, timbre, and texture) and understanding their relationships within the musical context will cultivate a more meaningful appreciation of music.
Essential Questions	How are melody and harmony different? How are rhythm and beat different? How can you tell the difference between a flute sound and a tuba sound, etc.? How do you identify the form of a piece of music?
Content	Students will understand the differences between melody and harmony. Students will understand the difference between rhythm and beat. Students will understand what timbre is. Students will understand how to identify form.
Skills	Students will be able to identify melody and harmony when listening to a musical selection. Students will be able to tap to the beat of a musical selection.

	Students will be able to label the form of a musical selection.
Common Summative Assessments	Vocabulary assessments on the six elements of music. Aural assessments identifying the six elements of music from musical excerpts.
Standards	National Standards for Music Education: 5. Reading and notating music 6. Listening to, analyzing, and describing music 7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Appreciation** Grade: **6**

Title of Unit	Rhythm
Enduring Understandings	Rhythm is the basic element of music, and being able to feel, understand, and compose rhythmic ideas creates a meaningful connection to the music.
Essential Questions	How does meter affect the pulse of the music? What is the relationship between the different kinds of notes? Why is rhythmic accuracy important when performing in an ensemble?
Content	Students will understand and discuss the relationship between notes and rests. Students will understand time signatures. Students will understand counting rhythms within those time signatures. Students will understand how to compose their own rhythms and perform them.
Skills	Students will be able to identify and name the different notes used in notation. Students will be able to use time signatures when composing rhythm.

	Students will be able to compose and perform rhythm ensembles.
Common Summative Assessments	Composition and performance of a rhythm ensemble.
Standards	National Standards for Music Education: <ol style="list-style-type: none">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.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Appreciation** Grade: **6**

Title of Unit	Music in the Movies
Enduring Understandings	The role of music in the movies and the adaptation of stage musicals to the screen have changed since the inception of the cinema. Recognizing this change creates a deeper appreciation of the roles of music and the choices made when choosing music for these purposes.
Essential Questions	How has the use of music in movies changed over time? What are the ways music is used in movies? How is a musical different from a regular movie?
Content	Students will understand the difference between background music, character identification, mood music, etc. Students will understand how music is used differently in regular movies and musicals. Students will understand the changes in the use of music in movies over time from silent films to present day.
Skills	Students will be able to identify the different roles of music in certain clips of movies. Students will be able to identify the music from a regular movie versus a musical.
Common	Creation of a “movie” using personal pictures and relating music to the pictures based on mood, style, etc.

Summative Assessments	
Standards	National Standards for Music Education: 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Appreciation** Grade: **7**

Title of Unit	Music Theory and Piano Performance
Enduring Understandings	Understanding the relationship between written musical notation and the playing of the piano will foster a deeper appreciation of musical performances.
Essential Questions	What is written musical notation? How does written notation apply to playing the piano?
Content	Students will understand the relationship between written notation and playing the piano.
Skills	Students will be able to identify and name the keys on a piano as they relate to notes on a staff. Students will be able to demonstrate proper hand placement on the piano. Students will be able to play simple melodies using each hand individually and together.
Common Summative Assessments	Written theory assessment Piano performance
Standards	National Standards for Music Education:

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| | <ol style="list-style-type: none">2. Performing on instruments, alone and with others, a varied repertoire of music.3. Improvising melodies, variations, and accompaniments.5. Reading and notating music. |
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Appreciation** Grade: 7th

Title of Unit	Music Theory and Piano Composition
Enduring Understandings	Understanding the relationship between major scales and the keyboard, and applying that knowledge to composition will provide a deeper connection the music that is listened to outside of an educational setting.
Essential Questions	What are major scales and how are they used in songs? What are the basic skills needed for composition?
Content	Students will understand the relationship between the white and black keys on a piano. Students will understand major scales and how they are used in composition.
Skills	Students will be able to identify whole and half steps. Students will be able to create a major scale. Students will be able to use a major scale in a piano composition.
Common Summative	Piano composition project

Assessments	
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none">2. Performing on instruments, alone and with others, a varied repertoire of music.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.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Appreciation** Grade: **7**

Title of Unit	Concert Promotion
Enduring Understandings	Learning about different professions related to the music industry, but not necessarily performance based musicians, can lead to a better understanding of how people can keep music in their careers.
Essential Questions	What music occupations are available that do not involve performing? How do you get word out about musical events?
Content	Students will understand occupations related to music. Students will understand promotional tools for musical events.
Skills	Students will be able to identify various music occupations that do not involve performance. Students will be able to promote a musical event using posters, web pages, and radio announcements.
Common Summative Assessments	Promote an upcoming performance of your favorite musical artist.
Standards	National Standards for Music Education:

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| | <ol style="list-style-type: none">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. |
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Appreciation** Grade: **8**

Title of Unit	American Music History
Enduring Understandings	Evaluating various musical styles throughout American music history and discussing various elements of each style and their impact on the evolution of music leads to a deeper appreciation of music in relation to history and culture.
Essential Questions	What are some styles of American pop music? Who are some artists who influenced change in American pop music?
Content	Students will understand the connections between the different styles of American pop music. Students will understand how artists influenced change in American pop music.
Skills	Students will be able to identify various artists from different American pop music styles. Students will be able to relate music history to cultural events
Common Summative	Create visual aids to teach others about specific style or artist

Assessments	
Standards	National Standards for Music Education: 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Appreciation** Grade: **8**

Title of Unit	Composing with Garageband
Enduring Understandings	Composing original music within the context of a specific style, as well as applying musical concepts through free composition, creates a deeper understanding of the creative process required for composition.
Essential Questions	What are the elements needed to create music in a specific style? How can we use music technology to compose music?
Content	Students will understand musical styles by using elements within the context of a specific style. Students will understand how to compose an original song using Garageband.
Skills	Students will be able to use Garageband to create compositions within specific guidelines.
Common Summative Assessments	Compose a song in the style of Motown using Garage Band. Compose an original song using Garage Band.
Standards	National Standards for Music Education: 4. Composing and arranging music within specific guidelines 6. Listening to, analyzing, and describing music

	9. Understanding music in relation to history and culture
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Appreciation** Grade: **8th**

Title of Unit	Music in the Schools
Enduring Understandings	Music, as a core standard, is an essential part of a rigorous school curriculum.
Essential Questions	Should music be an essential part of a school curriculum? What are the pros and cons of having music in a school curriculum?
Content	Students will understand both sides of the argument for having music as part of a school curriculum. Students will understand how to present argument based on specific roles in a organized debate.
Skills	Students will be able to use documented materials to argue their position on the topic of music in the school curriculum.
Common Summative Assessments	Present a reasoned, researched positional argument based on whether or not music should be an essential part of curriculum in schools. Write a persuasive essay on personal position on music in schools.
Standards	National Standards for Music Education: 8. Understanding relationships between music, the other arts and disciplines outside the arts.

	9. Understanding music in relation to history and culture.
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Beginning Guitar** Grade: **9-12**

Title of Unit	Basics of Rhythm
Enduring Understandings	Reading and writing rhythmic notation is essential to being a well-rounded musician and guitar player The key element to reading and writing music is understanding the basic principals of note/rest values and rhythm.
Essential Questions	Why is reading rhythm important to musicianship?
Content	Students will what understand note values, beats and rests. Students will understand counting rhythms. Students will understand rhythmic patterns, motifs and ostinatos.
Skills	Students will be able to play music with varied rhythmic patterns. Students will be able to compose music in varied meters. Students will be able to place counts in music of varied meters – simple and compound time.
Common Summative	Playing Exams

Assessments	Written tests Compositions with specified rhythmic guidelines
Standards	National Standards for Music Education: 2. Perform on instruments, alone and with others a varied repertoire of music 3. Improvise melodies, variations and accompaniments 4. Compose and arrange music within specified guidelines 5. Read and notate music

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Beginning Guitar** Grade: **9-12**

Title of Unit	Chord Structure and Form
Enduring Understandings	Understanding chord structure is essential to understanding music composition and guitar notation. Identification of form and chord structure is the key to being an independent learner of guitar music.
Essential Questions	How does chord structure and form change the sound of a composition? Why should you understand form and chord structure?
Content	Students will understand four chord songs. Students will understand twelve bar blues. Students will understand power chords. Students will understand chord notation in pop vocal music.
Skills	Students will be able to compose a four chord song in multiple keys. Students will be able to identify four chord songs. Students will be able to play Twelve Bar Blues in varied key signatures.

	Students will be able to construct power chords off varied pitches.
Common Summative Assessments	Playing Exams Written Exam Written Composition
Standards	National Standards for Music Education: 2. Perform on instruments, alone and with others, a varied repertoire of music 3. Improvise melodies, variations, and accompaniments 4. Compose and arrange music within specified guidelines 5. Read and notate music 6. Listen to, analyze and describe music

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Beginning Guitar** Grade: **9-12**

Title of Unit	Guitar Playing Techniques
Enduring Understandings	It is essential to understand and implement notated playing techniques to secure the desired genre or style of a guitar piece of music.
Essential Questions	How do you determine what playing technique to use when looking at guitar literature? How does proper technique improve playing?
Content	Students will understand picking technique. Students will understand strumming patterns. Students will understand techniques such as bends, slides, hammer ons and pull offs.
Skills	Students will be able to read tablature notation with picking patterns. Students will be able to read and play varied repertoire with different strumming patterns. Students will be able to read guitar music and know which technique to use.
Common Summative	Written and Playing Exams

Assessments	Written compositions using varied guitar technique
Standards	National Standards for Music Education: <ol style="list-style-type: none">2. Perform on instruments, alone and with others a varied repertoire of music3. Improvise melodies, variations and accompaniments4. Compose and arrange music within specified guidelines5. Read and notate music

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Beginning Guitar** Grade: **9-12**

Title of Unit	Rehearsal and Performance Techniques
Enduring Understandings	<p>Rehearsal and practice, that includes rudimentary skills and concepts, lead to a better understanding of musicianship and to becoming a life-learner of music.</p> <p>Rehearsal skills include listening across the ensemble for balance and blend as well as a self-critique to ensure the best possible sound production.</p> <p>Performance of music is a non-verbal means of communication allowing for connections to be made with an audience.</p>
Essential Questions	<p>What makes a productive rehearsal?</p> <p>How does music communicate emotions to an audience?</p>
Content	<p>Students will understand the concept of listening while playing.</p> <p>Students will understand how to count basic rhythmic figures.</p> <p>Students will understand how to evaluate musical performances.</p> <p>Students will understand the reasons for positive participation in rehearsal.</p>
Skills	Students will be able to play in an ensemble.

	<p>Students will be able to implement skills of blend, balance, and written notation markings in music.</p> <p>Students will be able to respond to players in the ensemble as well as the conductor.</p>
Common Summative Assessments	<p>Class performance</p> <p>Playing assessments</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music 3. Improvise melodies, variations, and accompaniments 5. Read and notate music 6. Listen to, analyze and describe music

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Beginning Guitar** Grade: **9-12**

Title of Unit	Reading and playing notation guitar literature
Enduring Understandings	Reading notes on a staff combined with the knowledge of tablature notation is essential to becoming a well-rounded musician and guitar player. Reading music is the key component to understanding all guitar literature.
Essential Questions	How do you differentiate guitar notation? Why is it important to read multiple styles of guitar notation?
Content	Students will understand note identification on treble clef. Students will understand the use of ledger lines in regards to musical notation. Students will understand guitar fret diagrams and tablature. Students will understand the anatomy of the guitar. Students will understand guitar string numbers and names of open string notes. Students will understand how to read chords on guitar fret diagrams and tablature. Students will understand what major scale patterns are.

Skills	<p>Students will be able to perform and read all first position notes.</p> <p>Students will be able to notate notes and chords on treble clef, fret diagrams, and tablature.</p> <p>Students will be able to identify sharps and flats of all notes in first position.</p> <p>Students will be able to compose music using scale tones.</p>
Common Summative Assessments	<p>Playing Exams</p> <p>Written Exams</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 2. Perform on instruments, alone and with others a varied repertoire of music 4. Compose and arrange music within specified guidelines 5. Read and notate music

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music and the Media**

Grade: **9-12**

Title of Unit	Effects of music on emotions: Views and perspectives in media
Enduring Understandings	Music has been a tool for emotional impact in film, video, and media presentations throughout history. Music can put new meaning into most written text. Lyrics of song includes poetry and its literary devices to portray mood and emotion.
Essential Questions	How does music enhance emotions? How can the use of music change or strengthen a given perspective?
Content	Students will understand mood and emotion portrayed in music and lyrics. Students will understand use of varying genres to emote specific meaning and feeling to text or media presentation. Students will understand music as communication and unspoken language. Students will understand the use of literary devices in music lyrics.
Skills	Students will be able to evaluate different messages and/or emotions being sent by use of different music in the same presentation.

	<p>Students will be able to communicate a story or message through music without lyrics.</p> <p>Students will be able to identify literary devices in lyrics, which enhance the meaning of song.</p>
Common Summative Assessments	<p>Powerpoint project that incorporates music and text such as fictional writing, technical writing or other academic based writing to create a message or meaning</p> <p>Project using technology showing text and the poetic devices used to enhance meaning</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 6. Listen to, analyze and describe music 7. Evaluate music and music performances 8. Understand relationships among music, the arts and disciplines outside the arts 9. Understand music in relation to history and culture

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music and the Media** Grade: **9-12**

Title of Unit	Historical Media and Musical Icons/Events
Enduring Understandings	<p>The understanding of the role and effects that media has on musical icons throughout history and vice versa allows us to be more informed consumers of music.</p> <p>The understanding that societal expectations and culture impact the success of a musician to make more informed judgments in terms of media consumption.</p> <p>The appreciation of the processes and evaluation of musical medium will enrich the lives of all students.</p>
Essential Questions	How can society learn from past events in the media or music industry?
Content	<p>Students will explore a canon of historically important musical icons and events.</p> <p>Students will understand media standards through history and their uses.</p> <p>Students will explore examples of Youtube Videos, Podcasts and iMovie projects.</p>
Skills	<p>Students will be able to identify historically significant musical icons, events, and their related media.</p> <p>Students will identify the importance and impact of music-related events throughout history.</p>
Common	Technology related project assigned for each student investigating, more in depth, the significance of musical

Summative Assessments	events and its relationship to media
Standards	National Standards for Music Education: 6. Listen to, analyze and describe music 7. Evaluate music and music performances 8. Understand relationships among music, the arts and disciplines outside the arts 9. Understand music in relation to history and culture 10. Identify the range of careers in the field of music

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music and the Media**

Grade: **9-12**

Title of Unit	Politics, Commercialism, and Music in the Media
Enduring Understandings	Media influences society in their political views, consumer practices and musical trends. Understanding media resources and their many outlets is important to becoming an informed consumer.
Essential Questions	How can the knowledge of commercialism help inform us in musical trends? How does media influence musical choice?
Content	Students will understand political advertising/campaigns and newscasts both past and present. Students will explore representations of Consumerism and Commercialism with and without music. Students will explore television advertising from present and past. Students will explore recordings of music for lyric and music analysis. Students will understand the impact of celebrity endorsement.
Skills	Students will be able to analyze political ads and newscasts for media bias. Students will be able to determine how music affects the emotional connection to various media sources.

	Students will examine current media trends and analyze personal practices for receiving news, advertising and musical preferences.
Common Summative Assessments	Technology based project showing how music can influence feelings toward a current event or political view Written questionnaire and analysis of celebrity endorsement ads
Standards	National Standards for Music Education: 6. Listen to, analyze and describe music 7. Evaluate music and music performances 8. Understand relationships among music, the arts and disciplines outside the arts 9. Understand music in relation to history and culture

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music and the Media** Grade: **9-12**

Title of Unit	Effect of Social Media on Music and Society
Enduring Understandings	Social Media is a new catalyst for determining music icons and genre popularity. Youtube has changed how society consumes and assesses new music and media. The music industry has changed how new music or artists are introduced to the public.
Essential Questions	How has the spread of music changed in the past 30 years? Why is it important to assess social media and its affect on the music industry?
Content	Students will understand the impact of social media on music. Students will understand the impact of music competition TV shows (American Idol, X factor, etc.) on the music industry. Students will understand the history and impact of past and present music media outlets such as MTV, VH1, TV shows etc.
Skills	Students will be able to analyze how musical icons of the past became popular

	<p>Students will be able to recognize reasons for societal acceptance or rejection of new artists or musical genre</p> <p>Students will be able to evaluate and interpret popularity of music videos past and present</p> <p>Students will be able to interpret how music in youtube videos and other viral media impacts the humor, suspense and overall emotional feelings of the viewer</p>
Common Summative Assessments	<p>Technology based project analyzing past and present music videos</p> <p>Written compare/contrast of current viral videos</p>
Standards	<p>National Standards for Music Education:</p> <ul style="list-style-type: none"> 6. Listen to, analyze and describe music 7. Evaluate music and music performances 8. Understand relationships among music, the arts and disciplines outside the arts 9. Understand music in relation to history and culture

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music and the Media**

Grade: **9-12**

Title of Unit	Technology and Media
Enduring Understandings	The knowledge of how to use current and updated media tools is essential in today's technological culture. Choosing the right technology and media source is imperative to the creation of quality presentations and projects.
Essential Questions	Why does it matter which media tool you use in a visual or audio presentation?
Content	Students will understand the capabilities and uses of current technological media tools (imovie, keynote, garageband and download helper etc.). Students will understand the basic vocabulary of technology terms.
Skills	Students will be able to use and troubleshoot multiple media tools for projects in class. Students will be able to identify and implement basic vocabulary and terminology connected to required programs for course.
Common Summative Assessments	Successful completion of all projects in previously mentioned units. Completion of Google Site used as Course graphic organizer

Standards	National Standards for Music Education: 8. Understand relationships among music, the arts and disciplines outside the arts 9. Understand music in relation to history and culture

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Percussion and World Drumming**

Grade: **9-12**

Title of Unit	Simple, Compound, and Varied Meter
Enduring Understandings	Reading and writing music in varied meters is essential to being an accomplished percussionist. Changes in meter is critical creating rhythmic interest
Essential Questions	Why is meter important to reading and writing music? Why is music written in a variety of meters?
Content	Students will understand what beat and subdivision is. Students will understand phrasing. Students will understand meter and time signature. Students will understand duple and triple meter. Students will understand beaming in simple and compound meters. Students will understand polyrhythms.
Skills	Students will be able to recognize time signature, simple and compound meter through aural analysis of musical compositions.

	Students will be able to perform musical examples in varied meter.
Common Summative Assessments	<p>Written assessment exam</p> <p>Project involving compound and simple meter</p> <p>Performance assessment</p>
Standards	<p>National Standards for Music Education:</p> <ul style="list-style-type: none"> 2: Perform on instruments, alone and with others, a varied repertoire of music 3: Improvise melodies, variations and accompaniments 4: Compose and arrange music within specified guidelines 5: Read and notate music 6: Listen to, Analyze and describe music 7: Evaluate music and music performance 8: Understand relationships among music, the other arts and disciplines outside the arts 9: Understand music in relation to history and culture

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Percussion and World Drumming**

Grade: **9-12**

Title of Unit	Cultural and societal influences on varied styles of percussion music
Enduring Understandings	Understanding the purpose for percussion within a culture is essential to successful interpretation and playing. Percussion is the foundation and language of many cultures.
Essential Questions	Why does it matter where percussion came from? Why does a student need to know the cultural connection to percussion music?
Content	Students will understand the use of drums in Africa, the Caribbean and other cultures. Students will understand societal norms for world drumming. Students will understand military and its connection to marching band and Drum and Bugle Corps. Students will understand drumming as a language.
Skills	Students will be able to describe emotional connections to drumming.

	Students will be able to analyze music of various cultures.
Common Summative Assessments	Written exam with specific rubrics Aural exam with written analysis
Standards	National Standards for Music Education: 2: Perform on instruments, alone and with others, a varied repertoire of music 3: Improvise melodies, variations and accompaniments 4: Compose and arrange music within specified guidelines 6: Listen to, analyze and describe music 7: Evaluate music and music performances 9: Understand music in relation to history and culture

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Percussion and World Drumming**

Grade: **9-12**

Title of Unit	Playing and Performance Technique
Enduring Understandings	Understanding percussion notation is critical to being a well-rounded percussionist. Proper technique and playing practices influences of quality of sound in all styles of music.
Essential Questions	Why does it matter how I hold the sticks when playing a percussion instrument? How does understanding notation change how well a person plays?
Content	Students will understand the purpose of and use for various playing techniques. Students will understand the use of auxiliary percussion. Students will understand flams, grace notes, rudiments, and other methods of playing.
Skills	Students will be able to read and execute percussion notation for various scenarios. Students will be able to apply notated techniques to their style and genre. Students will be able to recognize percussion needs by visual analysis of percussion parts.

Common Summative Assessments	Written and Aural assessment using specific rubrics Projects using various percussion methods of playing
Standards	National Standards for Music Education: 2: Perform on instruments, alone and with others, a varied repertoire of music 3: Improvise melodies, variations and accompaniments 5: Read and notate music 6: Listen to, analyze, and describe music 7: Evaluate music and music performances 8: Understand relationships among music, the other arts and disciplines outside the arts. 9: Understand music in relation to history and culture

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Percussion Ensemble and World Drumming** Grade: **9-12**

Title of Unit	Pitched Percussion Instruments
Enduring Understandings	Reading and writing music on the staff is essential to being a well-rounded percussionist. Pitched percussion instruments are a vital part of the percussion family.
Essential Questions	Why is it important to be able to read notation as a percussionist? What makes a pitched instrument different than a non-pitched instrument?
Content	Students will understand note identification and placement on piano keyboard and other pitched instrument. Students will understand the attributes of the grand staff. Students will understand melody and harmony. Students will understand the construction of a major scale. Students will understand key signatures and time signatures. Students will understand enharmonics.

Skills	<p>Students will be able to perform on various pitched percussion instruments with melodic and accuracy.</p> <p>Students will be able to identify whole and half steps and the pattern for major scales.</p>
Common Summative Assessments	<p>Written composition using specific guidelines</p> <p>Performance test using grading rubric</p>
Standards	<p>National Standards for Music Education:</p> <ul style="list-style-type: none">2: Perform on instruments, alone and with others, a varied repertoire of music3: Improvise melodies, variations and accompaniment4: Compose and arrange music within specified guidelines5: Read and notate music6: Listen to, analyze and describe music7: Evaluate music and music performance

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Percussion Ensemble and World Drumming**

Grade: **9-12**

Title of Unit	Rhythm Beat and Tempo
Enduring Understandings	Reading and writing rhythmic notation is essential to performing percussion music. The understanding of the connection between rhythm, beat and tempo is vital to performing percussion music, regardless of genre.
Essential Questions	Why do you need to read music? How does reading music make you a better performer?
Content	Students will understand note and rest values. Students will understand how to notate and read rhythmic patterns and ostinatos. Students will explore performing in an ensemble. Students will understand the importance of listening across the ensemble.
Skills	Students will be able to perform on varied percussion instruments by reading rhythmic notation. Students will be able to notate percussion music using correct note and rest values.

	Students will be able to perform with consistency and precision.
Common Summative Assessments	Composing percussion piece with specific guidelines Playing quizzes
Standards	National Standards for Music Education: 2: Perform on instruments, alone and with others, a varied repertoire of music 3: Improvise melodies, variations and accompaniments 5: Read and notate music 6: Listen to, analyze and describe music 9: Understand music in relation to history and culture

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Theory 1 and Keyboard** Grade: **9-12**

Title of Unit	Rhythm
Enduring Understandings	Reading and writing musical notation is essential to a solid foundation in music theory. In order to create a cohesive composition, a strong understanding of musical theory is essential.
Essential Questions	Why is reading and writing notation important? What is music theory and why is it important?
Content	Students will understand how to use notes, rests and their values within beats of a musical composition. Students will understand how to use rhythmic patterns, motifs, and ostinatos. Students will understand what simple and compound meters are and how to use them.
Skills	Students will be able to compose musical compositions using accurate rhythms and notation Students will be able to utilize rhythmic motifs and patterns to form cohesive rhythmic lines
Common Summative	Formal aural, visual, and written observation evaluated using an analytical rubric

Assessments	Written, auditory, and performance quizzes and exams Composing musical pieces with specified rhythmic guidelines
Standards	National Standards for Music Education: 2. Perform on instrument, alone and with others, a varied repertoire of music 3. Improvise melodies, variations, and accompaniments 4. Compose and arrange music within specified guidelines 5. Read and notate music 6. Listen to, analyze, and describe music 7. Evaluate music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Theory 1 and Keyboard** Grade: **9-12**

Title of Unit	The Piano Keyboard
Enduring Understandings	<p>Reading and writing musical notation is essential to a solid foundation in music theory.</p> <p>Integrating technology is essential to becoming an active and successful participant in the 21st century.</p> <p>In order to create a cohesive composition, a strong understanding of musical theory is essential.</p>
Essential Questions	<p>How does the piano keyboard relate to the musical staff?</p> <p>How does playing the piano help in writing music?</p>
Content	<p>Students will understand what half and whole steps are and how to use them.</p> <p>Students will understand the organization of the keyboard (white and black notes).</p> <p>Students will understand what sharps, flats, and natural key signs are and how to use them.</p> <p>Students will understand what key signatures are and how to use them.</p> <p>Students will understand what enharmonic notes are.</p> <p>Students will understand how to play chord structures and their connection to voice leading.</p> <p>Students will understand what melody and harmony are and how to use them within a composition.</p>

Skills	<p>Students will be able to perform simple melodies with note accuracy.</p> <p>Students will be able to identify half and whole step relationships on the keyboard.</p> <p>Students will be able to implement harmonic support (chords and intervals) to a given melody.</p>
Common Summative Assessments	<p>Aural, written, and visual observation evaluated using an analytical rubric</p> <p>Written or auditory quizzes and exams</p> <p>Projects involving composition and arranging techniques</p> <p>Performance of musical notation</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music 3. Improvise melodies, variations and accompaniments 4. Compose and arrange music within specified guidelines 5. Read and notate music 6. Listen to, analyze, and describe music 7. Evaluate music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Theory 1 and Keyboarding**

Grade: **9-12**

Title of Unit	Tonality
Enduring Understandings	<p>Reading and writing musical notation is essential to a solid foundation in music theory.</p> <p>In order to create a cohesive composition, a strong understanding of musical theory is essential.</p> <p>Integrating technology is essential to becoming an active and successful participant in the 21st century.</p>
Essential Questions	<p>Why does a key signature affect the sound of a composition?</p> <p>How does music theory help a person to become a better musician and composer?</p>
Content	<p>Students will understand major and minor scales, and their construction.</p> <p>Students will understand solfeggio and its function.</p> <p>Students will understand how to hear and see tonality vs. atonality.</p> <p>Students will understand the use of key signatures within musical repertoire.</p> <p>Students will understand what the circle of fifths is and how to use it.</p> <p>Students will understand harmony as it pertains to chord structures and progressions.</p>

Skills	<p>Students will be able to identify the notes within a given key signature.</p> <p>Students will be able to notate given tonal scales – major and minor.</p> <p>Students will be able to identify notes by solfege and scale relationships.</p> <p>Students will be able to identify chordal relationships to a given key center.</p> <p>Students will be able to compose melodies and accompaniments within a specific guideline that are cohesive and accurately used within a given tonal center.</p>
Common Summative Assessments	<p>Formal aural, visual, and written observation of progress using an analytical rubric</p> <p>Formal written, performance, and auditory quizzes and exams</p> <p>Composition projects based on melody and its relationship to harmony</p>
Standards	<p>National Standards for Music Education</p> <ol style="list-style-type: none"> 3. Improvise melodies, variations, and accompaniments 5. Read and notate music 6. Listen to, analyze, and describe music 7. Evaluate music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Theory 1 and Keyboard** Grade: **9-12**

Title of Unit	Simple and Compound Meter
Enduring Understandings	Reading and writing musical notation is essential to a solid foundation in music theory. In order to create a cohesive composition, a strong understanding of musical theory is essential.
Essential Questions	How does meter impact the overall feel and phrasing of a musical composition? Why is meter important to composition?
Content	Students will understand how to subdivide beats. Students will understand phrasing and how it is used in a composition. Students will understand meter and time signatures and how they are used. Students will understand what dotted notes and rhythms are and how to use them. Students will understand how to read and write duple and triple meter. Students will understand how to beam notes in simple and compound meters.

Skills	<p>Students will be able to recognize and recall rhythmic passages in simple and compound meters.</p> <p>Students will be able to apply knowledge of simple and compound division of beats within cohesive written compositions.</p> <p>Students will be able to identify simple and compound meters by sound and sight.</p>
Common Summative Assessments	<p>Formal aural, visual, and written observation using analytic rubric</p> <p>Written, aural, and performance-based quizzes and exams</p> <p>Projects using compositional techniques and practices of simple and compound meter</p>
Standards	<p>National Standards for Music Education:</p> <ul style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music 4. Compose and arrange music within specific guidelines 5. Read and notate music 6. Listen to, analyze, and describe music 7. Evaluate music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Theory 1 and Keyboard** Grade: **9-12**

Title of Unit	Simple and Compound Meter
Enduring Understandings	Reading and writing musical notation is essential to a solid foundation in music theory. In order to create a cohesive composition, a strong understanding of musical theory is essential.
Essential Questions	How does meter impact the overall feel and phrasing of a musical composition? Why is meter important to composition?
Content	Students will understand how to subdivide beats. Students will understand phrasing and how it is used in a composition. Students will understand meter and time signatures and how they are used. Students will understand what dotted notes and rhythms are and how to use them. Students will understand how to read and write duple and triple meter. Students will understand how to beam notes in simple and compound meters.

Skills	<p>Students will be able to recognize and recall rhythmic passages in simple and compound meters.</p> <p>Students will be able to apply knowledge of simple and compound division of beats within cohesive written compositions.</p> <p>Students will be able to identify simple and compound meters by sound and sight.</p>
Common Summative Assessments	<p>Formal aural, visual, and written observation using analytic rubric</p> <p>Written, aural, and performance-based quizzes and exams</p> <p>Projects using compositional techniques and practices of simple and compound meter</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music 4. Compose and arrange music within specific guidelines 5. Read and notate music 6. Listen to, analyze, and describe music 7. Evaluate music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **WHS Music Theory II/Keyboard** Grade: **9-12**

Title of Unit	Review Unit
Enduring Understandings	Reviewing and understanding the fundamentals of note and rest values, meter, and pitch are necessary for reaching a more in-depth understanding of musical form, chord structures, tonality, and musical analysis. They are the tools necessary for students to truly appreciate the music that they hear, perform, and play.
Essential Questions	Why is review necessary?
Content	Students will understand how to read and note music on both clefs. Students will understand meter and its use in composition. Students will understand how to create scales. Students will understand pitch and how it relates to composition. Students will understand tonality and how to apply it to composition.
Skills	Students will be able to identify and execute appropriate note and rest values within composition and performance.

	<p>Students will be able to identify the meter of a composition based on sound, feel and written notation.</p> <p>Students will be able to identify and construct major and minor scales.</p> <p>Students will be able to determine if a piece is written within a major or minor tonality.</p>
Common Summative Assessments	<p>Projects based on written musical compositions</p> <p>Written, auditory, and performance-based quizzes and exams</p> <p>Aural, visual, and written observation evaluated using an analytical rubric</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 4. Compose and arrange music within specified guidelines 5. Read and notate music 6. Listen to, analyze, and describe music 7. Evaluate music and music performances 8. Understand relationships among music, the arts, and disciplines outside of the arts

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **WHS Music Theory II/Keyboard Lab** Grade: **9-12**

Title of Unit	Non-Harmonic Tones
Enduring Understandings	<p>The use of non-harmonic tones allow for smoother and more cohesive phrasing in both melodic and harmonic composition.</p> <p>Non-harmonic tones are used as transition notes between notes within the harmonic context of a measure. The use of non-harmonic tones adds interest, tension, release, and resolution.</p>
Essential Questions	<p>Why are non-harmonic tones used in composition?</p> <p>Why do I have to limit use of non-harmonic tones in composition?</p>
Content	<p>Students will understand passing tones, neighbor tones, suspensions, appoggiaturas, escape tones, and anticipations and how they are used in composition.</p> <p>Students will understand dissonance and resolution.</p> <p>Students will understand non-chord tones vs. chord tones.</p> <p>Students will understand the function of notes.</p>

Skills	<p>Students will be able to identify non-harmonic tones within a melody based on the chordal accompaniment.</p> <p>Students will be able to use of non-harmonic tones within the context of a melodic phrase.</p> <p>Students will be able to recognize dissonance and resolution between non-chord tones and the chordal.</p>
Common Summative Assessments	<p>Compositional projects based on the utilization of both chord and non-chord tones.</p> <p>Written, auditory, and performance-based quizzes and exams.</p> <p>Aural, visual, and written observation evaluated using an analytical rubric.</p>
Standards	<p>National Standards for Music Education:</p> <ul style="list-style-type: none"> 5. Read and notate music 6. Listen to, analyze, and describe music 7. Evaluate music and music performance

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **WHS Music Theory II/Keyboard Lab** Grade: **9-12**

Title of Unit	Analysis
Enduring Understandings	<p>By utilizing and applying the skills developed in music theory, you will be able to gain a stronger, more meaningful connection to the compositional aspect of music.</p> <p>Through analysis, the listener is able to identify and appreciate the art of music in more profound and impactful way.</p>
Essential Questions	<p>How does analysis help a person to become a stronger musician?</p> <p>How does listening become analysis?</p>
Content	<p>Students will understand how roman numerals are used in analysis.</p> <p>Students will understand figured bass analysis.</p> <p>Students will understand what rhythmic and melodic motifs and how to use them.</p> <p>Students will understand how to analyze voice leading.</p>

Skills	<p>Students will be able to analyze music using roman numeral symbols.</p> <p>Students will be able to identify chords based on figured bass.</p> <p>Students will be able to identify rhythmic and melodic motifs within a varied repertoire of music.</p> <p>Students will be able to identify and analyze the voice leading between chords.</p>
Common Summative Assessments	<p>Projects based on music analysis of chords, chord structures, and motifs</p> <p>Written, auditory, and performance-based quizzes and exams</p> <p>Aural, visual, and written observation evaluated using an analytical rubric</p>
Standards	<p>National Standards for Music Education:</p> <ul style="list-style-type: none"> 5. Read and notate music 6. Listen to, analyze, and describe music 7. Evaluate music and music performance

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Music Theory II/ Keyboard Lab** Grade: **9-12**

Title of Unit	Intervals
Enduring Understandings	<p>Intervals are the basis of harmony in music.</p> <p>The vertical relationship of notes provides the background for chords, polyphony, and melody.</p> <p>Intervals provide texture and contribute to the overall emotional context of the music we listen and perform.</p>
Essential Questions	What is an interval and how does it relate to music composition?
Content	<p>Students will understand intervallic relationships within a given scale.</p> <p>Students will understand how to spell intervals within a given scale.</p> <p>Students will understand how to construct an interval.</p>
Skills	<p>Students will be able to identify intervals based on intervallic relationships.</p> <p>Students will be able to construct and spell intervals accurately and appropriately.</p>

Common Summative Assessments	Projects based on written musical compositions Written, auditory, and performance-based quizzes and exams Aural, visual, and written observation evaluated using an analytical rubric
Standards	National Standards for Music Education: 5. Read and notate music 6. Listening to, analyzing, and describing music 7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **WHS Music Theory II/Keyboard Lab** Grade: **9-12**

Title of Unit	Chords
Enduring Understandings	Chords provide the tonal background for melodies to be written upon. The melody directly relates to the chords used in musical composition.
Essential Questions	How are chords structured around a key signature? How does the melody relate to the chords in a composition?
Content	Students will understand chord construction. Students will understand chord inversions. Students will understand the use of figured bass. Students will understand chord within voice leading.
Skills	Students will be able to accurately construct and identify chord types.

	<p>Students will be able to accurately identify and construct chord inversions.</p> <p>Students will be able to utilize figured bass to identify chord inversions.</p> <p>Students will be able to use figured bass, chords and chord inversions to write cohesive voice leading between chords.</p>
<p>Common Summative Assessments</p>	<p>Projects based on written musical compositions</p> <p>Written, auditory, and performance-based quizzes and exams</p> <p>Aural, visual, and written observation evaluated using an analytical rubric</p>
<p>Standards</p>	<p>National Standard for Music Education:</p> <ul style="list-style-type: none"> 2. Performing on instruments, alone and with others, a varied repertoire of music 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

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **WHS Music Theory II/Keyboard Lab** Grade: **9-12**

Title of Unit	Cadences
Enduring Understandings	Cadences provide the listener with a resting point and a clear demarcation of the form of a piece of music. They are the ending points of a phrase.
Essential Questions	How does a cadence identify the end of the phrase? How can you identify a cadence aurally?
Content	Students will understand authentic, plagal and deceptive cadences and their use. Students will understand voice leading with cadences.
Skills	Students will be able to identify when a phrase begins and ends within a musical composition. Students will be able to identify and construct authentic, plagal, half, and deceptive cadences. Students will be able to write voice leading with cadences accurately and appropriately.

Common Summative Assessments	Projects based on written musical compositions Written, auditory, and performance-based quizzes and exams Aural, visual, and written observation evaluated using an analytical rubric
Standards	National Standards for Music Education: 2. Perform on instruments, alone and with others, a varied repertoire of music 4. Compose and arrange music within specified guidelines 5. Read and notate music 6. Listen to, analyze, and describe music 7. Evaluate music and music performances

WMS CHOIR

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Chorus** Grade: **6**

Title of Unit	Sight-Reading
Enduring Understandings	<p>The ability to read music at sight to allows for faster and more productive rehearsals.</p> <p>Reading music at a level that deemphasizes a reliance on the piano and encourages students to be more independent learners of music.</p>
Essential Questions	<p>How can sight-reading help us to understand the music better?</p> <p>Can using solfege allow us to learn our music at a quicker pace?</p>
Content	<p>Students will understand the various solfege syllables within the major scale and apply them in context.</p> <p>Students will understand how to read rhythms in common and cut time.</p>
Skills	<p>Students will be able to identify personal and ensemble errors relating to pitch, balance, blend, rhythmic accuracy and intonation.</p> <p>Students will be able to apply critical listening across the ensemble, self-correct and learn independently.</p>
Common Summative Assessments	<p>Ensemble rehearsal</p> <p>Worksheets</p> <p>Sight-reading tests</p>
Standards	National Standards for Music Education:

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| | <ol style="list-style-type: none">1. Singing, alone and with others, a varied repertoire of music.5. Reading and notating music.7. Evaluating music and music performances. |
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Chorus** Grade: **6**

Title of Unit	Music Literacy
Enduring Understandings	Musical literacy is important to understanding the language of music. Musicians can enhance the quality of performance through the application of the composer's written musical direction.
Essential Questions	Why is it important to understand the vocabulary of music? How can understanding musical vocabulary help with vocal technique?
Content	Students will understand musical vocabulary for dynamics, tempo, intonation, balance and blend. Students will understand musical vocabulary in relation to vocal technique. Students will understand techniques relating to genre, style, and historical content.
Skills	Students will demonstrate understanding of musical vocabulary through rehearsal and performance. Students will be able to use creative expression through music.
Common Summative Assessments	Performances and rehearsal techniques
Standards	National Standards for Music Education:

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| | <ol style="list-style-type: none">1. Singing, alone and with others, a varied repertoire of music.5. Reading and notating music.7. Evaluating music and music performances. |
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Chorus** Grade: **6**

Title of Unit	Vocal Health and Technique
Enduring Understandings	Knowing the physical mechanics of the vocal tract, proper posture and breath support will make a singer more aware of healthy singing technique. Singing with a focused tone and timbre creates a more pleasing sound in an ensemble.
Essential Questions	How do our bodies create a beautiful tone, and how do we support that sound? What is the proper posture for singing with the best breath support?
Content	Students will understand the proper posture for singing, as well as how posture and the position of the vocal tract allow for the best vocal sound.
Skills	Students will be able to produce a desired tone while singing through proper posture and breath support. Students will be able to use their knowledge of basic singing technique, including position of the vocal tract and proper postural support, to produce a desired tone. Students will be able to create a balanced and blended sound within the ensemble.
Common Summative Assessments	Performances and rehearsal technique

Standards	National Standards for Music Education: 1. Singing, alone and with others, a varied repertoire of music. 5. Reading and notating music. 7. Evaluating music and music performances.
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Chorus** Grade: **6**

Title of Unit	Rehearsal and Performance Technique
Enduring Understandings	<p>Productive and attentive rehearsal practices between students and conductor, and musicians and audience allow for positive musical experiences.</p> <p>Reading music at a proficient level encourages independent learning.</p> <p>Self-evaluation within an ensemble through listening and focused sound improves musicianship.</p>
Essential Questions	<p>What are productive rehearsal techniques?</p> <p>What is the benefit of reading music at a proficient level?</p> <p>What are techniques we can use to self-evaluate our own technique?</p>
Content	<p>Students will understand good rehearsal technique and performance preparation.</p> <p>Students will understand the importance of a focused and attentive rehearsal, as well proper posture and participation.</p> <p>Students will understand performance etiquette and stage presence.</p>
Skills	<p>Students will implement musical concepts into performance and a productive and attentive rehearsal.</p> <p>Students will implement proper posture, stage presence and emotional connection to connect to an audience.</p>

	Students will be able to effectively evaluate ensemble and individual performance.
Common Summative Assessments	Aural and visual observation. Performances and rehearsal techniques
Standards	National Standards for Music Education: 1. Singing, alone and with others, a varied repertoire of music. 5. Reading and notating music. 7. Evaluating music and music performances.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Chorus** Grade: **7**

Title of Unit	Sight-Reading
Enduring Understandings	<p>The ability to read music at sight allows for faster and more productive rehearsals.</p> <p>Reading music at a level that deemphasizes a reliance on the piano encourages students to be more independent learners of music.</p>
Essential Questions	<p>How can sight-reading help us to understand the music better?</p> <p>Can using solfege allow us to learn our music at a quicker pace?</p>
Content	<p>Students will understand the various solfege syllables within the major scale and apply them in context.</p> <p>Students will understand how to read rhythms in common and cut time, as well as simple compound meter.</p>
Skills	<p>Students will be able to identify personal and ensemble errors relating to pitch, balance, blend, rhythmic accuracy and intonation.</p> <p>Students will be able to apply critical listening across the ensemble, self-correct and learn independently.</p>
Common Summative Assessments	<p>Identification of solfege syllables in written music</p> <p>Ensemble rehearsal techniques</p> <p>Worksheets</p>

	Sight-reading tests
Standards	National Standards for Music Education: 1. Singing, alone and with others, a varied repertoire of music. 5. Reading and notating music. 7. Evaluating music and music performances.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Chorus** Grade: **7**

Title of Unit	Music Literacy
Enduring Understandings	Musical literacy is important to understanding the language of music. Musicians can enhance the quality of performance through the application of the composer's written musical direction.
Essential Questions	Why is it important to understand the vocabulary of music? How can understanding musical vocabulary help with vocal technique?
Content	Students will understand musical vocabulary for dynamics, tempo, timbre, intonation, balance and blend. Students will understand musical vocabulary in relation to vocal technique. Students will understand techniques relating to genre, style, and historical content.
Skills	Students will demonstrate understanding of musical vocabulary through rehearsal and performance. Students will be able to use creative expression through music.
Common Summative Assessments	Performances Ensemble rehearsal techniques Written quizzes

Standards	National Standards for Music Education: 1. Singing, alone and with others, a varied repertoire of music. 5. Reading and notating music. 7. Evaluating music and music performances.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Chorus** Grade: **7**

Title of Unit	Vocal Health and Technique
Enduring Understandings	Knowing the physical mechanics of the vocal tract, proper posture and breath support will make a singer more aware of healthy singing technique. Singing with a focused tone and timbre creates a more pleasing sound in an ensemble.
Essential Questions	How do our bodies create a beautiful tone, and how do we support that sound? What is the proper posture for singing with the best breath support?
Content	Students will understand the proper posture for singing, as well as how their posture and the position of the vocal tract allow for the best vocal sound. Students will understand some of the physiology of the vocal mechanism.
Skills	Students will be able to produce a desired tone while singing through proper posture and breath support. Students will be able to use their knowledge of basic singing technique, including position of the vocal tract and proper postural support, to produce a desired tone. Students will be able to create a balanced and blended sound within the ensemble.
Common Summative Assessments	Performances Ensemble rehearsal techniques

Standards	National Standards for Music Education: 1. Singing, alone and with others, a varied repertoire of music. 5. Reading and notating music. 7. Evaluating music and music performances.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Chorus** Grade: **7**

Title of Unit	Rehearsal and Performance Technique
Enduring Understandings	<p>Productive and attentive rehearsal practices between students and conductor, and musicians and audience allow for positive musical experiences.</p> <p>Reading music at a proficient level encourages independent learning.</p> <p>Self-evaluation within an ensemble through listening and focused sound improves musicianship.</p>
Essential Questions	<p>What are productive rehearsal techniques?</p> <p>What is the benefit of reading music at a proficient level?</p> <p>What are techniques we can use to self-evaluate our own technique?</p>
Content	<p>Students will understand good rehearsal technique and performance preparation.</p> <p>Students will understand the importance of a focused and attentive rehearsal, as well proper posture and participation.</p> <p>Students will understand performance etiquette and stage presence.</p>
Skills	<p>Students will implement musical concepts into performance and a productive and attentive rehearsal.</p> <p>Students will implement proper posture, stage presence and emotional connection to connect to an audience.</p>

	Students will be able to effectively evaluate ensemble and individual performance.
Common Summative Assessments	Aural and visual observation Performances Ensemble rehearsal techniques
Standards	National Standards for Music Education: 1. Singing, alone and with others, a varied repertoire of music. 5. Reading and notating music. 7. Evaluating music and music performances.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Chorus** Grade: **8**

Title of Unit	Sight-Reading
Enduring Understandings	<p>The ability to read music at sight allows for faster and more productive rehearsals.</p> <p>Reading music at a level that deemphasizes a reliance on the piano encourages students to be more independent learners of music.</p>
Essential Questions	<p>How can sight-reading help us to understand music better?</p> <p>Can using solfege allow us to learn our music at a quicker pace?</p>
Content	<p>Students will understand the various solfege syllables within the major scale and apply them in context.</p> <p>Students will understand how to read rhythms in common and cut time, as well as various types of simple compound meter.</p>
Skills	<p>Students will be able to identify personal and ensemble errors relating to pitch, balance, blend, rhythmic accuracy and intonation.</p> <p>Students will be able to apply critical listening across the ensemble, self-correct and learn independently.</p>
Common Summative Assessments	<p>Ensemble rehearsal practices</p> <p>Worksheets</p>

	Sight-reading tests
Standards	National Standards for Music Education: <ol style="list-style-type: none">1. Singing, alone and with others, a varied repertoire of music.5. Reading and notating music.7. Evaluating music and music performances.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Chorus** Grade: **8**

Title of Unit	Music Literacy
Enduring Understandings	Musical literacy is important to understanding the language of music. Musicians can enhance the quality of performance through the application of the composer's written musical direction.
Essential Questions	What is some of the basic to intermediate vocabulary of music? How can understanding this vocabulary help with vocal technique?
Content	Students will understand musical vocabulary for dynamics, tempo, timbre, intonation, balance and blend. Students will understand musical vocabulary in relation to vocal technique. Students will understand techniques relating to genre, style, and historical content.
Skills	Students will demonstrate understanding of musical vocabulary through rehearsal and performance. Students will be able to use creative expression through music.
Common Summative Assessments	Performances Ensemble rehearsal practices Music quizzes

Standards	National Standards for Music Education: <ol style="list-style-type: none">1. Singing, alone and with others, a varied repertoire of music.5. Reading and notating music.7. Evaluating music and music performances.
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Chorus** Grade: **8**

Title of Unit	Vocal Health and Technique
Enduring Understandings	Knowing the physical mechanics of the vocal tract, proper posture and breath support will make a singer more aware of healthy singing technique. Singing with a focused tone and timbre creates a more pleasing sound in an ensemble.
Essential Questions	How do our bodies create a beautiful tone, and how do we support that sound? What is the proper posture for singing with the best breath support?
Content	Students will understand the proper posture for singing, as well as how their posture and the position of the vocal tract allow for the best vocal sound.
Skills	Students will be able to produce a desired tone while singing through proper posture and breath support. Students will be able to use their knowledge of basic singing technique, including position of the vocal tract and proper postural support, to produce a desired tone. Students will be able to create a balanced and blended sound within the ensemble.
Common Summative Assessments	Performances Ensemble rehearsal practices

Standards	National Standards for Music Education: 1. Singing, alone and with others, a varied repertoire of music. 5. Reading and notating music. 7. Evaluating music and music performances.
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Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Chorus** Grade: **8**

Title of Unit	Rehearsal and Performance Technique
Enduring Understandings	<p>Productive and attentive rehearsal practices between students and conductor, and musicians and audience allow for positive musical experiences.</p> <p>Reading music at a proficient level encourages independent learning.</p> <p>Self-evaluation within an ensemble through listening and focused sound improves musicianship.</p>
Essential Questions	<p>What are some productive rehearsal techniques?</p> <p>What is the benefit of reading music at a proficient level?</p> <p>What are some techniques we can use to self-evaluate our own technique?</p>
Content	<p>Students will understand good rehearsal technique and performance preparation.</p> <p>Students will understand the importance of a focused and attentive rehearsal, as well proper posture and participation.</p> <p>Students will understand performance etiquette and stage presence.</p>
Skills	<p>Students will implement musical concepts into performance and a productive and attentive rehearsal. Students will implement proper posture, stage presence and emotional connection to connect to an audience.</p> <p>Students will be able to effectively evaluate ensemble and individual performance.</p>

Common Summative Assessments	Aural and visual observation Performances Ensemble rehearsal techniques
Standards	National Standards for Music Education: <ol style="list-style-type: none">1. Singing, alone and with others, a varied repertoire of music.5. Reading and notating music.7. Evaluating music and music performances.

WHS CHOIR

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Choir/Chamber Honors** Grade: **9-12**

Title of Unit	Music Literacy
Enduring Understandings	The understanding of the music language is essential to creating the art. Performance of quality music is attained through the application of the composer's written musical direction.
Essential Questions	Why is reading music important when you can sing by ear? What does score analysis do to improve interpretation of music?
Content	Students will understand musical vocabulary for dynamics, tempo, and articulation. Students will understand vocal technique. Students will understand techniques used in relationship to genre, stylistic approach and historical content of music.
Skills	Students will be able to demonstrate understanding of musical vocabulary through performance. Students will be able to think critically in interpreting music. Students will be able to demonstrate creative expression through music.
Common Summative	Concert performances

Assessments	Written assignments and tests Music analysis
Standards	National Standards for Music Education: 1. Sing, alone and with others, a varied repertoire of music 5. Read and notate music 6. Listen to, analyze and describe music 8. Understand relationships among music, the other arts and disciplines outside the arts. 9. Understand music in relation to history and culture

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Choir/Chamber Honors** Grade: **9-12**

Title of Unit	Rehearsal and Performance and Techniques
Enduring Understandings	Productive and attentive rehearsal produces quality connections between musicians and their audience. Reading music at a proficient level will encourage students to become independent learners of music. Self-evaluation is essential to becoming a stronger and more educated member of an ensemble.
Essential Questions	What defines an effective rehearsal? How do you evaluate yourself during rehearsal?
Content	Students will understand rehearsal technique and preparation Students will understand how to sing with emotion and expression Students will understand positive participation for productivity Students will understand performance etiquette and stage presence Students will understand how to evaluate themselves and ensemble through performance analysis
Skills	Students will be able to implement musical concepts. Students will be able to understand the importance of productive and attentive rehearsal time. Students will be able to understand how to implement posture and stage presence that will connect to

	<p>audience members and other performers.</p> <p>Students will be able to identify emotional connection to music.</p> <p>Students will be able to effectively evaluate ensemble performance.</p>
Common Summative Assessments	<p>Concert performance</p> <p>Written evaluation and teacher evaluation of concert and class performance</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 1. Sing, alone and with others, a varied repertoire of music 5. Read and notate music 6. Listen to, analyze and describe music 7. Evaluate music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Choir/Chamber Honors** Grade: **9-12**

Title of Unit	Sight Reading
Enduring Understandings	<p>The ability to read music at sight allows for faster and more proficient rehearsal time.</p> <p>Reading music at a proficient level encourages students to become fluent and independent learners of music.</p>
Essential Questions	<p>Why do I need to read music when I can sing by ear?</p> <p>How does sight reading help to sing better?</p>
Content	<p>Students will understand rhythmic and pitch accuracy.</p> <p>Students will understand vocal score analysis.</p> <p>Students will understand the importance of rudimentary exercises.</p>
Skills	<p>Students will be able to identify personal and ensemble errors relating to pitch, balance, blend, rhythmic accuracy, and intonation.</p> <p>Students will be able to listen across the ensemble.</p> <p>Students will be able to self correct and sing independently.</p> <p>Students will be able to take individual responsibility for ensemble success.</p>

Common Summative Assessments	Auditory assessment through live and recorded performances Self evaluation/Teacher evaluation of individual performances using SMART music technology Live singing tests assessing sight reading
Standards	National Standards for Music Education: 1. Sing, alone and with others, a varied repertoire of music 5. Read and notate music 7. Evaluate music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Choir/Chamber Honors** Grade: **9-12**

Title of Unit	Vocal Health and Technique
Enduring Understandings	Knowing the physical mechanics of the vocal tract will make a singer more conscious of a healthy singing technique. Singing with a well-controlled tone and timbre creates a stronger and more pleasing sound to an ensemble.
Essential Questions	How does knowledge of the vocal anatomy help to sing better? What does vocal health have to do with balance and blend within an ensemble?
Content	Students will understand balance and blend. Students will understand the concepts of air support and breath. Students will understand phrasing. Students will understand tone quality and intonation/vowel modification. Students will understand parts of the vocal tract. Students will understand articulation.
Skills	Students will be able to identify and adjust personal and sectional intonation. Students will be able to implement vowel placement and modification along with air support to improve ensemble sound and blend.

	<p>Students will be able to identify phrasing and locations for breath.</p> <p>Students will be able to improve poor sound quality within the ensemble using the parts of the vocal apparatus, breath support, and articulators.</p>
Common Summative Assessments	<p>Written and aural exams</p> <p>Media based assignment using videos of other high school choirs (analysis and evaluation)</p> <p>Performances</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 1. Sing, alone and with others, a varied repertoire of music 6. Listen to, analyze and describe music 7. Evaluate music and music performances

WCS STRINGS

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Violin/Strings** Grade: **3**

Title of Unit	Introduction of Musical Skills
Enduring Understandings	<p>Describing and identifying parts of the violin and bow will help young musicians understand the instrument.</p> <p>Correct posture and position will help young musicians perform successfully in class.</p> <p>Watch and perform accordingly based on non-verbal cues and patterns from the conductor.</p>
Essential Questions	<p>Why is it important to sit properly (posture) when playing the violin?</p> <p>How does proper posture affect your sound?</p> <p>Why is it important to count and keep a steady beat when playing with others?</p> <p>Why should you be able to identify the parts of the violin and bow?</p> <p>Why should you know what a steady beat means, or time signature, or how many beats a quarter note receives in 4/4 time?</p>
Content	<p>Students will understand the “9” notes on the violin.</p> <p>Students will understand how the conductor’s role is important in the band.</p> <p>Students will understand the performer’s role in the ensemble, and his/ her various positions.</p> <p>Students will understand the importance of maintenance of the violin.</p>

Skills	<p>Students will be able to describe and identify the parts of the violin. For example: bridge, fingerboard, tuning pegs and screws, chin rest, etc.</p> <p>Students will be able to describe and identify the parts of the violin bow. For example, frog, tip, hair, stick, etc.</p> <p>Students will be able to identify “9” notes on the violin, and finger them correctly.</p> <p>Students will be able to correctly finger “8” notes (D E F# GA B C# D) on the D and A strings.</p> <p>Students will be able to follow a conductor, his/ her conducting patterns, and non-verbal communications.</p> <p>Students will be able to follow the rest, ready and playing positions.</p>
Common Summative Assessments	<p>Students will have individual and group performance assessments.</p> <p>Students will receive specific written assessment tests during the school year.</p>
Standards	<p>National Standards for Music Education:</p> <ul style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music 5. Read and notate music 6. Evaluate music and music performance 7. Listen to, analyze, and describe music

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Violin/Strings** Grade: **3**

Title of Unit	Musicianship
Enduring Understandings	Learning basic musicianship skills and concepts early in childhood years will help students play the violin/ instrument more successfully alone and with others.
Essential Questions	Why is it important to count and keep a steady beat when playing with others? Why is it important for students to know the basic musical skills, definitions, and concepts?
Content	Students will understand how to read music. Students will grasp basic musicianship skills and concepts.
Skills	Students will describe and/or draw notes on the musical staff. Students will play “note games”, as well as music concept games describing important musicianship skills/ terms needed to play a violin/ musical instrument. Students will write a 4 measure piece of music using the correct clef, time signature, key signature, variety of notes, and specific rhythms. Students will be able to say the notes ascending and descending within the “D scale.” Students will be able to identify “9” notes on the violin, and finger them correctly. Students will be able to identify, differentiate and play quarter and eighth notes.

	<p>Students will be able to identify and define quarter rests, double bars, repeat signs, music staff, measures, treble clef, first/ second endings, pizzicato, and names of notes on the music staff.</p> <p>Students will be able to differentiate 3 tempo markings (andante, moderato and allegro).</p> <p>Students will identify specific popular composers, and their important contributions to music and society.</p> <p>Students will be able to identify the notes (letter names) on the music staff.</p> <p>Students will be able to describe and identify (D E F# G A B C# D).</p> <p>Students will be able to define and differentiate a # (sharp).</p> <p>Students will define a quarter rest.</p> <p>Students will identify key signature, music staff, time signature, bar lines, measures, repeat signs, double bar, quarter notes and eighth notes.</p> <p>Students will define first/ second endings and pizzicato.</p>
<p>Common Summative Assessments</p>	<p>Students will have individual and group performance assessments.</p> <p>Students will complete 1-2 written assessments and evaluations during the second half of the school year.</p> <p>Students will receive oral, and some written assessments.</p>
<p>Standards</p>	<p>National Standards for Music Education:</p> <ul style="list-style-type: none"> 5. Read and Notate music 6. Listen to, analyze and describe music 7. Evaluate music and performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Violin/Strings** Grade: **3**

Title of Unit	Performance Skills and Evaluation
Enduring Understandings	Basic scales and exercises will help student connect patterns when performing music. Recorded accompaniments and the use of various technologies should motivate students to practice more often.
Essential Questions	Why is it important to count and keep a steady beat when playing with others? Why is it important to listen to the other violinists? What is intonation, and why is it important for a strings player? What are major (concert) scales, and why are they important? What styles or kinds of music will beginning students play? Is there technology available that will help students assess their performance?
Content	Students will understand how to perform with others. Students will understand that they have to play the correct notes (intonation), rhythm, and maintain a steady beat when performing together. Students will be introduced to the wide range of technology associated with music education.
Skills	Students will be able to play a D scale, with open and/ or 4th finger "A."

	<p>Students will be able to play quarter and eighth notes.</p> <p>Students will be able to perform music at various tempos.</p> <p>Students will be able to play simple melodies, exercises and songs (traditional, folk, classical).</p> <p>Students will try to play in tune, producing a quality tone (intonation).</p> <p>Students will play individually and with others in small and large groups.</p> <p>Students will listen to and play along with the accompany method book CD, as well as SmartMusic, Essential Elements Interactive, recordings on “Moodle” and mp3 files via e-mail.</p>
<p>Common Summative Assessments</p>	<p>Students will have individual and group performance assessments throughout the year.</p> <p>Students receive a performance grade each class.</p> <p>Students perform in a winter and spring concert for family and friends.</p> <p>Students will perform a 4 measure piece of music using the correct clef, time signature, key signature, variety of notes and specific rhythms.</p>
<p>Standards</p>	<p>National Standards for Music Education:</p> <ul style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music. 4. Compose and arrange music within specific guidelines. 5. Read and notate music. 7. Evaluate music and performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Violin/Strings** Grade: **4**

Title of Unit	Musicianship
Enduring Understandings	Students are encouraged to describe, define, and put into practice more intermediate musicianship skills and concepts that will assist them in playing the violin/instrument.
Essential Questions	<p>Why is it important to count and keep a steady beat when playing with others?</p> <p>Why are steady beat, key signature, and time signature important?</p> <p>Why is it critical to know how many beats a quarter, whole, half note, and 2 eighth notes, as well as their corresponding rests receives in 4/4 time?</p>
Content	<p>Students will be introduced to an expanding musical staff, including ledger lines below the music staff.</p> <p>Students will understand skills and concepts that will be applied during their music lessons.</p>
Skills	<p>Students will describe and/or write notes on the musical staff, as well as individual written assignments.</p> <p>Students will play “note games”, as well as music concept games describing important musicianship skills/terms needed to play a musical/ band instrument.</p> <p>Students will write a 4 measure piece of music using the correct clef, 4/4 time signature, key signature, variety of notes and specific rhythms, rests and music concepts.</p> <p>Students will be able to identify, differentiate and play whole, half, quarter and eighth notes.</p> <p>Students will identify specific popular composers, and their important contributions to music and society.</p> <p>Students will be able to identify and define quarter, whole and half note rests, double bars, repeat signs, music</p>

	<p>staff, measures, treble and bass clef, solo's, soli's, tutti's, rounds, duets, time and key signatures, ties, slurs, drum rudiments, and the names of notes on the music staff.</p> <p>Students will define and describe basic musical concepts such as the music staff, clef, time signature, rhythm, notes, measures, bar lines, repeat signs and double bar.</p>
Common Summative Assessments	<p>Students will complete yearly method book assessments that include note and rhythmic writing.</p> <p>Students will complete 1-2 written assessments and evaluations during the second half of the school year.</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music. 5. Read and Notate music 6. Listen to, analyze and describe music 7. Evaluate music and performances 8. Understand relationships among music, the other arts, and disciplines outside the arts 9. Understand music to relation to history and culture

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Violin/Strings** Grade: **4**

Title of Unit	Performance Skills and Evaluation
Enduring Understandings	Performing on the violin will allow students to expand their musical skills and talents. Recorded accompaniments and the use of various technologies can motivate students to practice.
Essential Questions	How does proper posture affect your sound? Why is it important to count and keep a steady beat when playing with others? How does the understanding of musical terminology and symbols help students perform successfully?
Content	Students will perform individually, and listen to others. Students will understand that they have to play the correct notes (intonation), rhythm, articulations, and maintain a steady beat while performing together. Students will continue to utilize the technology associated with the program.
Skills	Students will be able to play a D, G and C scale. Students will be able to play at least “16” notes on the violin (all 4 strings). Students will be able to play quarter, half, dotted half, eighth and whole notes. Students will be able to play simple and more challenging pieces of music. Students will be able to play notes on the G and E strings.

	<p>Students will play various scales, exercises and songs (traditional, folk, classical, movie).</p> <p>Students will try to play in tune, producing more quality tones (intonation).</p> <p>Students will play individually and with others in small and large groups.</p>
Common Summative Assessments	<p>Students will have individual and group assessments.</p> <p>Students will complete 2-3 written assessments and evaluations during the school year?</p> <p>Students will receive specific performance test assessments throughout the year?</p> <p>Students perform in a winter and spring concert for family and friends.</p> <p>Students will be able to perform an 8-measure piece of music using the correct clef, time and key signature, a variety of notes, and specific rhythms, dynamics and articulations.</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music 3. Improvise melodies, variations, and accompaniments 4. Compose and arrange music within specific guidelines 6. Listen to, analyze, and describe music 7. Evaluate music and performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Violin/Strings** Grade: **5**

Title of Unit	Musicianship
Enduring Understandings	By describing and defining more advanced musicianship skills and concepts, students should develop an understanding of how important these skills are in order to play the violin/ musical instrument.
Essential Questions	Why are scales and rudiments important? Why is balance and blend important? Why do some instruments play the melody and/or the harmony, and others just rhythm? Why should you know, and listen to what other instruments are playing? How is math related to music? Why should students clap and count rhythmic patterns?
Content	Students will be introduced to an expanding musical staff, including ledger lines below and above the music staff. Students will define and describe more advanced skills and concepts that will be applied to their daily school lesson, and prepare them for middle school.
Skills	Students will be able to identify, differentiate quarter, half, dotted half, whole, eighth, dotted eighth and variations of sixteenth notes.

	<p>Students will be able to identify and define <i>maestoso</i>, concert vs. tuning pitch, and a variety of tempo and dynamic markings.</p> <p>Students will define and identify syncopated rhythms within a piece of music.</p> <p>Students will listen to recordings of the songs they are playing, along specific instrument recordings to help learn the music they are playing.</p> <p>Students will identify popular composers from today and years past, and how they have and currently contribute to music education.</p> <p>Students will define and describe a variety of music concepts that include 1st/ 2nd endings, DC and DS repeats, fermata, tenuto, staccato, harmony, melody, tempo marking changes, and <i>ritardando</i>.</p> <p>Students will be introduced to new concert scales and percussion rudiments.</p> <p>Students will play “note games”, as well as music concept games describing important musicianship skills/ terms needed to play a musical/ band instrument.</p> <p>Students will identify and define notes that are flatted.</p> <p>Students will define and differentiate 4/4 and 6/8 meter.</p> <p>Students will identify and differentiate <i>mezzo piano</i>, <i>mezzo forte</i>, <i>crescendo</i> and <i>decrecendo</i>.</p> <p>Students will describe the difference between a major scale and a minor scale.</p>
<p>Common Summative Assessments</p>	<p>Students will have individual and group assessments in the form of a written quiz or test.</p> <p>Students will complete 2-4 individual written assessments and evaluations during the school year</p> <p>Students will be able to write a 16 measure piece of music using the correct clef, meter and time signature of</p>

	their choice, variety of notes, and specific rhythms, rests, dynamics and articulations.
Standards	National Standards for Music Education: <ol style="list-style-type: none">5. Read and Notate music6. Listen to, analyze and describe music7. Evaluate music and performances8. Understand relationships among music, the other arts, and disciplines outside the arts9. Understand music to relation to history and culture10. Identify the range of careers in the field of music

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Violin/Strings** Grade: **5**

Title of Unit	Performance Skills and Evaluation
Enduring Understandings	Performing challenging repertoire on an instrument allows the student to develop their musicianship. Listening to recordings of specific performances on the violin will enable students to develop their musicianship. Recorded accompaniments and the use of various technologies can motivate students to practice.
Essential Questions	How does proper posture affect the sound/ tone? Why is it important to count and keep a steady beat when playing with others?
Content	Students will understand how to listen to other musicians in their class and ensemble. Students will understand that playing correct notes, articulations, and maintaining steady pulse will positively affect the ensemble's performance. Students will understand how technology can help them perform with confidence.
Skills	Students will listen to other musicians in their class and the ensemble. Students will be able to play a D, C, Bb, G (2 octaves) and an A minor scale. Students will be able to at least play "24" different notes on the violin (all 4 strings). Students will be able to play sixteenth and eighth/sixteenth note variations. Students will be able to play intermediate and challenging pieces of music.

	<p>Students will be able to play more complicated rhythmic patterns.</p> <p>Students will play various concert scales, exercises and songs (traditional, folk, classical, movie, patriotic, holiday, pop, concert).</p> <p>Students will play in tune, producing quality tones (intonation).</p> <p>Students will play individually and with others in small and large groups.</p>
<p>Common Summative Assessments</p>	<p>Students will have individual and group assessments.</p> <p>Students will complete 3-4 written assessments and evaluations during the school year.</p> <p>Students receive a performance grade each class.</p> <p>Students will receive specific performance test assessments throughout the year.</p> <p>Students perform in a winter and spring concert for family and friends.</p> <p>Students will be able to perform a 16 measure piece of music using the correct clef, meter and time signature of their choice, variety of notes, and specific rhythms, rests, dynamics and articulations.</p>
<p>Standards</p>	<p>National Standards of Music Education:</p> <ol style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music 3. Improvise melodies, variations, and accompaniments 4. Compose and arrange music within specific guidelines 5. Read and notate music 7. Evaluate music and performances

WCS BAND

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Band** Grade: **4**

Title of Unit	Introduction of Skills
Enduring Understandings	By listening to, and defining basic terms and concepts, students will develop an appreciation for basic music theory and instruction
Essential Questions	Why is it important to sit and stand properly (posture) when playing the instrument? How does proper posture affect the sound? Why is knowing and naming specific parts of the instrument important? Why is daily instrument maintenance important? Can an embouchure affect ones sound?
Content	Students will understand the importance of identifying specific notes or rudiments on their band instrument. Students will understand the conductor's role. Students will be introduced to the performers' role in the ensemble, and their various positions. Students will understand how the instrument is assembled, as well as how to take care of it properly.
Skills	Students will be able to identify specific notes or rudiments on their band instrument, and finger them correctly, or demonstrate proper sticking. Students will be able to describe and identify the parts of their specific instrument (flute, clarinet, saxophone,

	<p>trumpet, trombone, bells, snare drum).</p> <p>Students will be able to correctly assemble and disassemble the instrument.</p> <p>Students will be able to slide or finger the first few basic notes on the instrument properly .</p> <p>Students will be able to hold their drum sticks properly.</p> <p>Students will be able to identify the first “6-8” notes on their perspective instrument.</p> <p>Students will be able to describe the stickings to 5 important rudiments.</p> <p>Students will be able to follow a conductor, his/ her conducting patterns, and non-verbal communications.</p> <p>Students will be able to follow the rest, ready and playing positions.</p> <p>Students will define an embouchure, and describe its importance.</p>
<p>Common Summative Assessments</p>	<p>Students will have individual and group performance assessments.</p> <p>Students will receive specific written assessment tests during the school year.</p>
<p>Standards</p>	<p>National Standards of Music Education:</p> <p>6. Evaluate music and music performance</p> <p>7. Listen to, analyze, and describe music</p>

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Band** Grade: **4**

Title of Unit	Musicianship
Enduring Understandings	Playing a musical instrument can be a potential life skill.
Essential Questions	Why is it important to count and keep a steady beat when playing alone and with others? Why is it important to understand musical skills and terminology?
Content	Students will understand how to read music. Students will understand how to execute basic rhythmic patterns.
Skills	Students will describe and/or write notes on the musical staff. Students will play “note games,” as well as musical concept games describing important musicianship skills/terms needed to play a band instrument. Students will identify key signature, music staff, time signature, bar lines, measures, repeat signs, double bar, quarter notes and eighth notes. Students will write a 4 measure piece of music using the correct clef, 4/4 time signature, key signature, variety of notes and specific rhythms, rests and music concepts/ articulations such as slurs. Students will be able to say the first 6 to 8 notes of their Bb (flat) concert scale. Students will be able to identify and differentiate whole, half, quarter and eighth notes. Students will be able to identify and define quarter, whole and half note rests, double bars, repeat signs, treble

	<p>and bass clef, solo's, soli's, tutti's, rounds, duets, ties, slurs, and drum rudiments.</p> <p>Students will be able to differentiate 3 tempo markings (andante, moderato and allegro).</p> <p>Students will be able to define and differentiate a # (sharp) and b (flat)/accidentals.</p> <p>Students will be able to define and identify basic dynamic markings such as forte and piano.</p>
<p>Common Summative Assessments</p>	<p>Students will complete yearly method book assessments that include note and rhythmic writing, music math, etc.</p> <p>Students will have individual and group performance assessments.</p> <p>Students will complete 1-2 written assessments and evaluations during the second half of the school year.</p>
<p>Standards</p>	<p>National Standards for Music Education:</p> <ul style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music 5. Read and Notate music 6. Listen to, analyze and describe music 7. Evaluate music and performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Band** Grade: **4**

Title of Unit	Performance Skills and Evaluation
Enduring Understandings	Learning a beginning band instrument can prepare you for playing other instruments in the future. Learning an instrument is a life-long skill. Basic skills in music provide a strong foundation for further musical development.
Essential Questions	Why is it important to count and keep a steady beat when playing with others? Why is it important to listen to the other musicians, including those musicians who play other instruments? Why is accurate intonation important to the performance of music?
Content	Students will understand how to listen to other musicians in their class and ensemble. Students will understand that playing correct notes, articulations, and maintaining steady pulse will positively affect the ensemble's performance. Students will understand how technology can augment their performance preparation.
Skills	Students will be able to play the first 6 notes of the Bb concert scale. Students will be able to play whole, half, quarter and eighth notes. Students will be able to play the first 6 to 8 notes on the instrument. Students will be able to play the basic 6 rudiments on the snare drum.

	<p>Students will be able to perform simple pieces/ styles of music (traditional, folk, classical, duets, and rounds).</p> <p>Students will try to play in tune, producing a quality tone with good intonation.</p> <p>Students will play individually and with others in small and large groups.</p>
Common Summative Assessments	<p>Students will have individual and group performance assessments.</p> <p>Students will complete 1-2 written assessments and evaluations during the second half of the school year.</p> <p>Students will receive a performance grade each class based on musicianship skills.</p> <p>Students will receive specific assessment performance tests during the school year.</p> <p>Students will perform a 4 measure piece of music using the correct clef, 4/4 time signature, key signature, variety of notes and specific rhythms, rests and music concepts/ articulations.</p> <p>Students perform in a winter and spring concert for family and friends.</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music 3. Improvise melodies, variations, and accompaniments 4. Compose and arrange music within specific guidelines 5. Read and notate music 7. Evaluate music and performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Band** Grade: **5**

Title of Unit	Musicianship
Enduring Understandings	<p>The study of more advanced musicianship skills and concepts will assist students in their ability to play a band instrument successfully</p> <p>By learning a musical instrument at elementary school level, students will be open to more profound musical experiences in the future.</p>
Essential Questions	<p>Why are scales and rudiments important?</p> <p>Why is balance and blend important?</p> <p>Why do some instruments play the melody and/or the harmony, and others just rhythm?</p> <p>Why should you know, and listen to what other instruments are playing?</p> <p>How is math related to music?</p> <p>Why is it important to count, clap, and sing rhythmic patterns?</p>
Content	<p>Students will be introduced to more complicated rhythmic patterns.</p> <p>Students will be exposed to a wide range of musical terms, phrases and concepts.</p> <p>Students will be introduced to an expanding musical staff, including ledger lines below and above the music staff.</p> <p>Students will understand music concepts that will prepare them for middle school.</p>

<p>Skills</p>	<p>Students will be able to identify between 15 to 20 notes on their perspective instrument.</p> <p>Students will be able to identify and differentiate between quarter, half, dotted half, whole, eighth, dotted quarter and variations of sixteenth notes.</p> <p>Students will identify popular composers from today and years past, and how they have and currently contribute to music education.</p> <p>Students will be able to identify and define maestoso, concert vs. tuning pitch, and a variety of tempo and dynamic markings.</p> <p>Students will define and identify syncopated rhythms within a piece of music.</p> <p>Students will listen to recordings of the songs they are playing, along specific instrument recordings to help learn the music they are playing.</p> <p>Students will define and describe a variety of music concepts that include 1st/ 2nd endings, DC and DS repeats, fermata, tenuto, staccato, harmony, melody, tempo marking changes, and ritardando.</p> <p>Students will be introduced to new concert scales and percussion rudiments.</p> <p>Students will play “note games”, as well as music concept games describing important musicianship skills/ terms needed to play a musical/band instrument.</p> <p>Students will write in beats to complicated rhythmic patterns within measures in the music.</p> <p>Students will be able to write a 16 measure piece of music using the correct clef, meter and time signature of their choice, variety of notes, and specific rhythms, rests, dynamics and articulations.</p>
<p>Common Summative Assessments</p>	<p>Students will have individual and group performance assessments.</p> <p>Students will complete 2-4 written assessments and evaluations during the school year on?</p>

	Written assessments Students will complete music math and rhythmic writing assignments
Standards	National Standards for Music Education: <ol style="list-style-type: none">4. Compose and arrange music within specified guidelines5. Read and Notate music6. Listen to, analyze and describe music7. Evaluate music and performances8. Understand relationships among music, the other arts, and disciplines outside the arts9. Understand music in relation to history and culture10. Identify the range of careers in the field of music

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Band** Grade: **5**

Title of Unit	Performance Skills and Evaluation
Enduring Understandings	<p>Learning a beginning band instrument can prepare you for playing other instruments in the future.</p> <p>Learning an instrument is a life-long skill.</p> <p>Basic skills in music provide a strong foundation for further musical development.</p>
Essential Questions	<p>Why is it important to “warm up”/ play “concert” scales and percussion rudiments?</p> <p>Why is balance and blend important in an ensemble?</p> <p>Why do some instruments play the melody and/or the harmony; and others just rhythm?</p> <p>Why should you know, and listen to what other instruments are playing?</p>
Content	<p>Students will be exposed to complex rhythmic patterns, harmonies and melodies.</p> <p>Students will understand how their specific instrument, and what they are playing, becomes an integral part in the ensemble.</p> <p>Students will understand that they have to play the correct notes (intonation), rhythm, articulations, and maintain a steady beat when performing together.</p> <p>Students will understand how technology can augment their practice sessions.</p>

<p>Skills</p>	<p>Students will be able to play various concert scales (Bb, C, Eb, and F), some in two octaves.</p> <p>Students will be able to play between “12 to 20” notes on their perspective instrument.</p> <p>Students will be able to play quarter, half, dotted half, whole, eighth, dotted quarter, eighth and variations of sixteenth notes.</p> <p>Students will be able to play at, and/ or above grade level concert pieces (1, 1 and a 1/2, 2).</p> <p>Students will be able to play various scales, exercises, and arpeggios on the instrument.</p> <p>Students will be able to play 6-12 rudiments on the snare drum.</p> <p>Students will be able to perform various styles of music (classical, movie, holiday, pop, concert).</p> <p>Students will play individually and with others in small and large groups.</p>
<p>Common Summative Assessments</p>	<p>Students will have individual and group performance assessments</p> <p>Written Assessments</p> <p>Students will receive a performance grade each class</p> <p>Students will receive specific assessment performance tests during the school year.</p> <p>Students perform in a winter and spring concert for family and friends.</p> <p>Students will perform an 8 to 16 measure piece of music using the correct clef, 4/4 time signature, key signature of their choice, a variety of notes and specific rhythms, rests, articulations, and musical concepts.</p>
<p>Standards</p>	<p>National Standards for Music Education:</p>

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| | <ol style="list-style-type: none">2. Perform on instruments, alone and with others, a varied repertoire of music3. Improvise melodies, variations, and accompaniments4. Compose and arrange music within specific guidelines5. Read and notate music7. Evaluate music and performances |
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WMS BAND

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band** Grade: **6**

Title of Unit	Aesthetics of Music
Enduring Understandings	Successful interpretation and musical understanding of new and existing works of music generates meaningful connections with performers and their audiences.
Essential Questions	How does the interpretation and application of aesthetic musical concepts create a more meaningful connection to the music being performed?
Content	<p>Students will understand how to produce a quality sound on their instrument.</p> <p>Students will understand the concept of a balanced sound and blended tone with other musicians within an ensemble.</p> <p>Students will understand the concept of intonation and how to adjust their pitch to play in tune with themselves and/or others.</p> <p>Students will understand how to interpret the conductor's written intent by reading the articulation, dynamic, and expressive content of a piece of music.</p>
Skills	<p>Students will be able to produce a quality sound on their instrument.</p> <p>Students will be able to match their tone quality with other musicians to create a blended and balanced sound within an ensemble.</p> <p>Students will be able to hear and adjust pitch to play in tune.</p> <p>Students will be able to interpret a conductor's intent.</p>

Common Summative Assessments	Live and recorded performance assessments.
Standards	National Standards for Music Education: 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 7. Evaluating music and music performance

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band** Grade: **6**

Title of Unit	Rehearsal Techniques
Enduring Understandings	<p>Engaging in meaningful rehearsal practices enhances the musical performance of new and existing work for the benefits of the performers and audience alike.</p> <p>Proper rehearsal techniques foster teamwork and self-discipline through collaboration with others towards a common performance goal.</p>
Essential Questions	<p>What are proper rehearsal practices?</p> <p>What does it mean to collaborate with others to achieve a common performance goal?</p> <p>What individual technical skills are needed appropriately participate in an ensemble?</p>
Content	<p>Students will understand how to behave in a group rehearsal setting.</p> <p>Students will understand how to collaborate with others to work towards common performance goals.</p> <p>Students will understand the independent technical skills needed to actively participate in a group setting.</p>
Skills	<p>Students will be able to work in a group setting to perform new and existing works of music.</p> <p>Students will be able to interpret expressive markings within a group setting to convey a composer's intent towards themselves and to an audience.</p> <p>Students will be able to implement individual technical skills within an ensemble to enhance the performance of literature.</p>

Common Summative Assessments	Live and recorded performance assessments.
Standards	National Standards for Music Education: 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band** Grade: **6**

Title of Unit	Rhythm reading
Enduring Understandings	Reading rhythmic notation accurately enhances the performance of musical works by portraying the composer's melodic and harmonic intent.
Essential Questions	How does reading notated rhythm enhance the performance of a piece of music?
Content	Students will understand how to count, read, and play notated rhythms incorporating notes and rests up to a sixteenth note value within common and cut time.
Skills	Students will be able to count notated rhythms using standard counting language. Students will be able to accurately play notated rhythms.
Common Summative Assessments	Live and recorded performance assessments Written tests on counting notated rhythms
Standards	National Standards for Music Education: 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band** Grade: **7**

Title of Unit	Aesthetics of Music
Enduring Understandings	Successful interpretation and musical understanding of new and existing works of music generates meaningful connections with performers and their audiences.
Essential Questions	How does the interpretation and application of aesthetic musical concepts create a more meaningful connection to the music being performed?
Content	<p>Students will understand how to produce a quality sound on their instrument.</p> <p>Students will understand the concept of a balanced sound and blended tone with other musicians within an ensemble.</p> <p>Students will understand the concept of intonation and how to adjust their pitch to play in tune with themselves and/or others.</p> <p>Students will understand how to interpret the conductor's written intent by reading the articulation, dynamic, and expressive content of a piece of music.</p>
Skills	<p>Students will be able to produce a quality sound on their instrument.</p> <p>Students will be able to match their tone quality with other musicians to create a blended and balanced sound within an ensemble.</p> <p>Students will be able to hear and adjust pitch to play in tune.</p> <p>Students will be able to interpret a conductor's intent.</p>

Common Summative Assessments	Live and recorded performance assessments
Standards	National Standards for Music Education: 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 7. Evaluating music and music performance

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band** Grade: **7**

Title of Unit	Rehearsal Techniques
Enduring Understandings	<p>Engaging in meaningful rehearsal practices enhances the musical performance of new and existing work for the benefits of the performers and audience alike.</p> <p>Proper rehearsal techniques foster teamwork and self-discipline through collaboration with others towards a common performance goal.</p>
Essential Questions	<p>What are proper rehearsal practices?</p> <p>What does it mean to collaborate with others to achieve a common performance goal?</p> <p>What individual technical skills are needed appropriately participate in an ensemble?</p>
Content	<p>Students will understand how to behave in a group rehearsal setting.</p> <p>Students will understand how to collaborate with others to work towards common performance goals.</p> <p>Students will understand the independent technical skills needed to actively participate in a group setting.</p>
Skills	<p>Students will be able to work in a group setting to perform new and existing works of music.</p> <p>Students will be able to interpret expressive markings within a group setting to convey a composer's intent towards themselves and to an audience.</p> <p>Students will be able to implement individual technical skills within an ensemble to enhance the performance of literature.</p>

Common Summative Assessments	Live and recorded performance assessments
Standards	National Standards for Music Education: 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band** Grade: 7

Title of Unit	Rhythm reading
Enduring Understandings	Reading rhythmic notation accurately enhances the performance of musical works by portraying the composer's melodic and harmonic intent.
Essential Questions	How does reading notated rhythm enhance the performance of a piece of music?
Content	Students will understand how to count, read, and play notated rhythms incorporating notes and rests up to a sixteenth note value within common and cut time. Students will understand how to count, read, and play notated rhythms in simple compound time.
Skills	Students will be able to count notated rhythms using standard counting language. Students will be able to accurately play notated rhythms incorporating notes and rests up to a sixteenth note value within common and cut time. Students will be able to accurately play notated rhythms in simple compound time.
Common Summative Assessments	Live and recorded performance assessments Written tests on counting notated rhythms
Standards	National Standards for Music Education: 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band** Grade: **8**

Title of Unit	Aesthetics of Music
Enduring Understandings	Successful interpretation and musical understanding of new and existing works of music generates meaningful connections with performers and their audiences.
Essential Questions	How does the interpretation and application of aesthetic musical concepts create a more meaningful connection to the music being performed?
Content	<p>Students will understand how to produce a quality sound on their instrument.</p> <p>Students will understand the concept of a balanced sound and blended tone with other musicians within an ensemble.</p> <p>Students will understand the concept of intonation and how to adjust their pitch to play in tune with themselves and/or others.</p> <p>Students will understand how to interpret the conductor's written intent by reading the articulation, dynamic, and expressive content of a piece of music.</p>
Skills	<p>Students will be able to produce a quality sound on their instrument.</p> <p>Students will be able to match their tone quality with other musicians to create a blended and balanced sound within an ensemble.</p> <p>Students will be able to hear and adjust pitch to play in tune.</p>

	Students will be able to interpret a conductor's intent.
Common Summative Assessments	Live and recorded performance assessments
Standards	National Standards for Music Education: 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 7. Evaluating music and music performance

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band** Grade: **8**

Title of Unit	Rehearsal Techniques
Enduring Understandings	Engaging in meaningful rehearsal practices enhances the musical performance of new and existing work for the benefits of the performers and audience alike. Proper rehearsal techniques foster teamwork and self-discipline through collaboration with others towards a common performance goal.
Essential Questions	What are proper rehearsal practices? What does it mean to collaborate with others to achieve a common performance goal? What individual technical skills are needed appropriately participate in an ensemble?
Content	Students will understand how to behave in a group rehearsal setting. Students will understand how to collaborate with others to work towards common performance goals. Students will understand the independent technical skills needed to actively participate in a group setting.
Skills	Students will be able to work in a group setting to perform new and existing works of music. Students will be able to interpret expressive markings within a group setting to convey a composer's intent towards themselves and to an audience. Students will be able to implement individual technical skills within an ensemble to enhance the performance of literature.

Common Summative Assessments	Live and recorded performance assessments
Standards	National Standards for Music Education: 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band** Grade: **8**

Title of Unit	Rhythm reading
Enduring Understandings	Reading rhythmic notation accurately enhances the performance of musical works by portraying the composer's melodic and harmonic intent.
Essential Questions	How does reading notated rhythm enhance the performance of a piece of music?
Content	Students will understand how to count, read, and play notated rhythms incorporating notes and rests up to a sixteenth note value within common and cut time. Students will understand how to count, read and play notated rhythms in simple and complex compound time.
Skills	Students will be able to count notated rhythms using standard counting language. Students will be able to accurately play notated rhythms incorporating notes and rests up to a sixteenth note value within common and cut time. Students will be able to accurately play notated rhythms in simple and complex compound time.
Common Summative Assessments	Live and recorded performance assessments Written tests on counting notated rhythms
Standards	National Standards for Music Education: 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music.

WHS BAND

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band/Honors Wind Ensemble** Grade: **9-12**

Title of Unit	Aesthetics of Music
Enduring Understandings	<p>Successful interpretation and musical understanding of new and existing works will generate meaningful connections between musicians and with their audience.</p> <p>Appreciation of the processes and execution of the musical medium will enrich the lives of all students.</p>
Essential Questions	<p>How is feeling or mood conveyed musically?</p> <p>How is the communication process developed through musical performance?</p> <p>What is it important to read and listen to music effectively?</p> <p>What factors influence artistic expression?</p>
Content	<p>Students will understand the concept of balance and blend within the performance ensemble.</p> <p>Students will understand the concept of phrasing and phrase identification within the performance of music.</p> <p>Students will understand how tone quality and intonation affect the overall performance of repertoire.</p> <p>Students will understand how melodic, harmonic, and polyphonic lines support the composer's intent.</p> <p>Students will understand how dynamic markings and articulations augment the musical aesthetic of the repertoire.</p> <p>Students will understand how balance of sound by instrument and instrumental sections affects the overall</p>

	<p>performance of repertoire.</p> <p>Students will understand the emotional context of the music based both on the composer and performer's intent.</p>
Skills	<p>Students will be able to identify and adjust their intonation, tone quality, and balance/blend while performing their parts.</p> <p>Students will be able to identify phrases and apply the concepts of phrasing through melodic lines according the intent of the composer.</p> <p>Students will be able to accurately and appropriately perform dynamics and articulations in a way that augments the overall performance of the repertoire.</p> <p>Students will be able to perform music with the emotional context of the composer in mind.</p>
Common Summative Assessments	<p>Performance assessments</p> <p>Written analysis of performances</p> <p>Written reflection</p> <p>Demonstration of a given piece of repertoire evaluated using an analytical rubric</p>
Standards	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music 5. Read and Notate Music 6. Listen to, analyze, and describe music. 7. Evaluate music and music performances.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band/Wind Ensemble** Grade: **9-12**

Title of Unit	Evaluation of Musical Performance
Enduring Understandings	<p>Analysis and evaluation of musical works from structural, historical, and cultural perspectives encourage students to develop an appreciation for the musical art form.</p> <p>The performance of music leads to an interdisciplinary connection between music and other art forms. Appreciation of the processes and execution of the musical medium will enrich the lives of all students.</p>
Essential Questions	<p>What factors influence artistic expression?</p> <p>How does one develop criteria for making informed, critical evaluations of the quality and effectiveness of a performance?</p> <p>Why is it important to read and listen to music effectively?</p>
Content	<p>Students will understand how pitch and rhythmic accuracy affects the successful performance of repertoire.</p> <p>Students will understand how to interpret expressive markings in order to evaluate musical performance.</p> <p>Students will understand how balance and blend within an ensemble performance affects the overall quality of a performance.</p> <p>Students will understand how musical style is interpreted through musical performance.</p> <p>Students will understand how communication between ensemble members and the audience augments the overall quality of performance.</p>

Skills	<p>Students will be able to identify the emotional context of the music that is being performed.</p> <p>Students will be able to identify errors in pitch, balance, blend, and intonation within a musical performance.</p> <p>Students will be able to identify the rhythmic and melodic elements and role within the musical performance.</p>
Common Summative Assessments	<p>Formal written assignment on a performance using an analytical rubric</p> <p>Visual representation of performance using rubric.</p> <p>Technology-based projects representing the mood/style/story of the piece of music.</p>
Standards	<p>National Standards for Music Education:</p> <p>6. Listen to, analyze, and describe music</p> <p>7. Evaluate music and music performances</p>

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band/Honors Wind Ensemble** Grade: **9-12**

Title of Unit	Rehearsal and Performance Practices
Enduring Understandings	Successful, collaborative rehearsals and performances of new and existing works will generate meaningful connections between musicians and with their audience. Reading music at a proficient level or higher will encourage students to become fluent and independent learners of music.
Essential Questions	How does collaboration in rehearsal and performance practices lead to a more cohesive and effective performance? What are the benefits of collaborative rehearsal techniques? How is the communication process developed through musical performance?
Content	Students will understand the importance of preparing their music for full ensemble rehearsal. Students will understand how to collaborate with others in order to work towards common performance goals. Students will understand the independent technical skills needed in order to actively participate in an ensemble setting.
Skills	Students will be able to implement and execute pitch, rhythm, timbre, articulation, posture, and expression with accuracy. Students will be able to implement and execute ensemble skills in balance, blend, dynamics, and independent playing.

	<p>Students will be able to listen across the ensemble and identify other instrumental/musical lines and harmonies.</p> <p>Students will be able to respond to and interpreting cues from the conductor.</p> <p>Students will be able to recognize and recall musical parts through fluency in performance.</p>
<p>Common Summative Assessments</p>	<p>Formal teacher observation and evaluation of student participation, collaboration, and well-developed ensemble skills in rehearsal and public performances. Music will be performed at a grade level of III or higher.</p> <p>Auditory and visual assessment of student’s ability to demonstrate technical accuracy and expression both live and recorded.</p> <p>Written assignments reflecting on rehearsal and performance practices.</p> <p>Self-evaluation and teacher-evaluation of performances using SMART Music Technology.</p>
<p>Standards</p>	<p>National Standards for Music Education:</p> <ul style="list-style-type: none"> 2. Perform on instruments alone, with others, a varied repertoire of music 5. Read and notate music 6. Listen to, analyze, and describe music 7. Evaluate music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Concert Band/Honors Wind Ensemble** Grade: **9-12**

Title of Unit	Sight-Reading
Enduring Understandings	<p>Reading music at a proficient level or higher will encourage students to become fluent and independent learners of music.</p> <p>Appreciation of the processes and execution of the musical medium will enrich the lives of all students.</p>
Essential Questions	<p>Why is it important to read and listen to music effectively?</p> <p>What factors influence artistic expression?</p> <p>How will the ability to read music and interpret musical media and symbols going to enable further and higher level musical performance?</p> <p>What are the benefits of becoming fluent in the musical language and vocabulary?</p>
Content	<p>Students will understand the differences between melodic and harmonic lines.</p> <p>Students will understand what key signatures and scales are and what their role is within a musical composition.</p> <p>Students will understand the influence of meter and rhythm within a musical composition.</p> <p>Students will understand what makes music expressive.</p> <p>Students will understand music terminology and symbols.</p>
Skills	Students will be able to identify melodic and harmonic lines, key signatures, and meter within a musical

	<p>composition.</p> <p>Students will be able to perform music at grade level both accurately and precisely.</p> <p>Students will be able to perform music expressively with regards to both composer's and performer's intent.</p>
Common Summative Assessments	<p>Aural, visual, and recorded evaluation of sight-reading performance using analytical rubrics.</p> <p>Individual and instructor evaluations of recorded assessments using SMART Music software</p>
Standards	<p>National Standards for Music Education:</p> <p>2. Perform on instruments, alone and with others, a varied repertoire of music</p> <p>5. Read and notate music</p>

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Honors Jazz Ensemble** Grade: **9-12**

Title of Unit	Improvisation
Enduring Understandings	<p>Creative expression of original work and improvisation in the jazz style is reflective of the artist and performer's intent.</p> <p>Appreciation of the processes and execution of the musical medium will enrich the lives of all students.</p>
Essential Questions	<p>What factors influence artistic expression?</p> <p>How is the communication process developed through musical performance?</p> <p>What is it important to read and listen to music effectively?</p> <p>How is feeling or mood conveyed musically?</p> <p>How does improvisation enable you to be an independent and creative musician?</p>
Content	<p>Students will understand the role of chord structures and chord changes within the jazz medium.</p> <p>Students will understand what major, minor, and blues scales are and how they guide improvisation.</p> <p>Students will understand what rhythmic cells and motifs are in improvisation and how they guide the improvisational process.</p> <p>Students will understand what call and response is and how it is used within jazz improvisation.</p>
Skills	<p>Students will be able to identify chord variations and progressions and improvise melodies with these in mind.</p>

	<p>Students will be able to identify and perform a variety of scales and modes within an improvisational circumstance.</p> <p>Students will utilize rhythmic cells, motifs, and call and response techniques to develop their improvisational skills.</p>
<p>Common Summative Assessments</p>	<p>Evaluating an improvisation over a 12 bar blues progression using analytical rubric.</p> <p>Writing out an improvisation relating to chord structures, chord changes, and scales.</p> <p>Performing embellishments of a composed melody.</p>
<p>Standards</p>	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music 3. Improvise melodies, variations, and accompaniments 5. Read and notate music 6. Listen to, analyze, and describe music 7. Evaluate music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Honors Jazz Ensemble** Grade: **9-12**

Title of Unit	Balance, Blend, and Phrasing
Enduring Understandings	Successful interpretation and musical understanding of new and existing works will generate meaningful connections between musicians and with their audience. Appreciation of the processes and execution of the musical medium will enrich the lives of all students.
Essential Questions	How does the relationship between musical lines, instruments and instrumental sections, and the composer's intent allow for a more effective and meaningful musical performance? How does one develop criteria for making informed, critical evaluations of the quality and effectiveness of a performance? How does collaboration and communication between musicians regarding the aesthetics of music provide a more cohesive and meaningful musical performance? How is the communication process developed through musical performance?
Content	Students will understand what balance and blend is and how it affects the overall performance of a piece of repertoire. Students will understand what phrasing is and how to identify phrases within a musical composition. Students will understand how tone quality and intonation affect the overall performance of a piece of repertoire. Students will understand what melodic, harmonic, and polyphonic lines are. Students will understand how to balance their sound by instrument and instrumental section.

Skills	<p>Students will be able to identify and play through melodic phrases.</p> <p>Students will be able to identify and make adjustments to balance and blend errors in musical performance and rehearsal.</p> <p>Students will be able to identify and make adjustments to intonation and tone quality errors in musical performance and rehearsal.</p>
Common Summative Assessments	<p>Live and recorded performance assessments.</p> <p>Written analysis of performance.</p> <p>Written reflection and evaluation of performance.</p> <p>Demonstration of a given piece of repertoire evaluated using an analytical rubric.</p>
Standards	<p>National Standards for Music Education:</p> <ul style="list-style-type: none"> 2. Perform on instruments, alone and with others, a varied repertoire of music 5. Read and Notate Music 6. Listen to, analyze, and describe music. 7. Evaluate music and music performances.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Honors Jazz Ensemble** Grade: **9-12**

Title of Unit	Evaluation of Musical Performance
Enduring Understandings	<p>Analysis and evaluation of musical works from structural, historical, and cultural perspectives encourage students to develop an appreciation for the musical art form.</p> <p>The performance of music leads to an interdisciplinary connection between music and other art forms. Appreciation of the processes and execution of the musical medium will enrich the lives of all students.</p>
Essential Questions	<p>What factors influence artistic expression?</p> <p>How does one develop criteria for making informed, critical evaluations of the quality and effectiveness of a performance?</p> <p>Why is it important to read and listen to music effectively?</p>
Content	<p>Students will understand how melodic and rhythmic accuracy affects the overall performance of a piece of repertoire.</p> <p>Students will understand how playing with expression both engages the performers and audience members based on the composer's intent.</p> <p>Students will understand the effect of balance and blend on the overall performance of a piece of repertoire.</p> <p>Students will understand what musical style is and how to perform repertoire with this in mind.</p> <p>Students will understand the importance of communication through music</p>
Skills	Students will be able to identify errors in musical performance in terms of balance, blend, melody, and rhythm.

	<p>Students will be able to identify the emotional context of a piece of repertoire.</p> <p>Students will be able to identify the musical intent of the piece of repertoire based on composer's ideas and thoughts.</p>
Common Summative Assessments	<p>Formal written assignment on performance using an analytical rubric.</p> <p>Evaluation of musical performance.</p> <p>Technology-based projects representing the mood/style/story of the piece of music.</p>
Standards	<p>National Standards for Music Education:</p> <p>6. Listen to, analyze, and describe music</p> <p>7. Evaluate music and music performances</p>

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Honors Jazz Ensemble** Grade: **9-12**

Title of Unit	Rehearsal Technique and Procedures
Enduring Understandings	<p>Successful, collaborative rehearsals and performances of new and existing works will generate meaningful connections between musicians and with their audience.</p> <p>Reading music at a proficient level or higher will encourage students to become fluent and independent learners of music</p>
Essential Questions	<p>How does collaboration in rehearsal and performance practices lead to a more cohesive and effective performance?</p> <p>What are the benefits of collaborative rehearsal techniques?</p> <p>How is the communication process developed through musical performance?</p>
Content	<p>Students will understand how technical accuracy of pitch, rhythm, timbre, articulation, posture, and expression affect the overall performance of a piece of repertoire.</p> <p>Students will understand what ensemble rehearsal and performance skills are and how they affect the success of a performance ensemble.</p> <p>Students will understand how listening skills and focus are paramount to an ensemble's success.</p> <p>Students will understand what conductor cues and gestures mean.</p>
Skills	<p>Students will be able to implement and execute technical accuracy in pitch, rhythm, timbre, articulation, posture, and expression.</p>

	<p>Students will be able to understand, implement, and execute ensemble skills in balance, blend, dynamics, and independent playing.</p> <p>Students will be able to listen across the ensemble and identify other instrumental/musical lines and harmonies as well as errors or areas in need of improvement.</p> <p>Students will be able to respond to and interpret cues from the conductor.</p> <p>Students will be able to recognize and recall music through fluency in performance.</p>
<p>Common Summative Assessments</p>	<p>Teacher observation and evaluation of student participation, collaboration, and well-developed ensemble skills in rehearsal and in a public performance.</p> <p>Auditory and visual assessment of student's ability to demonstrate technical accuracy and expression both live and recorded.</p> <p>Written assignments reflecting on rehearsal and performance practices.</p> <p>Self-evaluation and teacher-evaluation of performances using SMART Music Technology.</p>
<p>Standards</p>	<p>National Standards for Music Education:</p> <ul style="list-style-type: none"> 2. Perform on instruments alone, with others, a varied repertoire of music 5. Read and notate music 6. Listen to, analyze, and describe music 7. Evaluate music and music performances

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Honors Jazz Ensemble** Grade: **9-12**

Title of Unit	Sight-Reading
Enduring Understandings	<p>Reading music at a proficient level or higher will encourage students to become fluent and independent learners of music.</p> <p>Appreciation of the processes and execution of the musical medium will enrich the lives of all students.</p>
Essential Questions	
Content	<p>Students will understand the differences between melodic and harmonic lines.</p> <p>Students will understand what key signatures and scales are and what their role is within a musical composition.</p> <p>Students will understand the influence of meter and rhythm within a musical composition.</p> <p>Students will understand what makes music expressive.</p> <p>Students will understand music terminology and symbols.</p>
Skills	<p>Students will be able to identify melodic and harmonic lines, key signatures, and meter within a musical composition.</p> <p>Students will be able to perform music at grade level both accurately and precisely.</p> <p>Students will be able to perform music expressively with regards to both composer's and performer's intent.</p>

Common Summative Assessments	Aural, visual, and recorded evaluation of sight-reading performance using analytical rubrics. Individual and instructor evaluations of recorded assessments using SMART Music software
Standards	National Standards for Music Education: 2. Perform on instruments, alone and with others, a varied repertoire of music 5. Read and notate music