



## **BIG WALNUT LOCAL SCHOOLS MUSIC COURSE OF STUDY**

### **Big Walnut Local School District Mission & Vision**

The mission of the Big Walnut Local Schools is to inspire and guide each student to his or her maximum potential.

In order to accomplish our mission, the Big Walnut Schools will strive to achieve our vision of:

- Student-focused, professional, collaborative staff
- Student-focused, challenging and current curriculum
- Supportive, involved and informed community
- Safe, respectful and welcoming environment.

Music has always played a major role in society. It exalts the human spirit and enhances the quality of life. The federal "No Child Left Behind" legislation states that music is a core academic subject. It is a vital element in a quality education for every child.

Music uses one of the most powerful and complex symbol systems in existence, which can be used for development of critical thinking skills in all students. Research shows that students that are engaged in active hands on music making have an academic edge, all children deserve this opportunity.

Music education provides both motivation and an opportunity for success for at-risk students. Because it is essential that every student succeed in school, music should be used as a means for enhancing self-esteem, respect for others and good citizenship.

Music helps students with the aspects of life that cannot be quantified. By providing exercises in creative problem solving through composition, performance, and listening music brings a proper balance to the curriculum.

NO EDUCATION IS COMPLETE WITHOUT MUSIC!

### **Introduction to the Music Course of Study**

Big Walnut's music course of study serves as a basis for what all Big Walnut students should know and be able to do in music. The following standards, benchmarks, and grade level indicators are based upon Ohio's Fine Arts Academic Content Standards. They will provide Big Walnut's music educators a set of common expectations on which to base instruction. This revision of the Music Course of Study marks a significant departure from previous practice in curriculum development. Each grade level in this document is written as a description of what students should know and be able to do as they progress through their study of music. Due to this change, it is our hope that this will bring more attention to the work of our students and identify ways to provide evidence of their learning and understanding.

## **Program Philosophy**

The Big Walnut Music Department is an educational arts program dedicated to providing the youth of our school and community with the means to develop life skills, musical skills, performance skills, build character and foster teamwork while cultivating the talents of tomorrow's leaders.

We believe the study of music is essential to the basic education of all students and contributes to the quality of every student's life. These experiences enable the students to understand the connections and relationships between music and other disciplines.

Performing, creating and responding to music are fundamental music processes in which humans engage in daily. We believe that to participate fully in a diverse global society students must understand their own historical and cultural heritage and beyond. Music is the basic expression of human culture.

## **Assumptions for Big Walnut Local Schools' Graded Course of Study**

- Represents knowledge and skills unique to music that will enable students to make successful transitions to post-secondary education, the workplace and to everyday life.
- Reflects Ohio Department of Education and National Music standards documents.
- Reflects application of research both in music education and general education principles.
- Focuses on music education goals, content standards and benchmarks
- Represents all forms of thinking through cognitive and sensory experiences.
- Represents the progression of learning across grades
- Permeates all facets of daily, education, community and work
- Sets high expectations and provides strong support for achievement in music by all students.

# Ten Lessons the Arts Teach

By *Elliot Eisner*

*Professor of Education*

*Stanford University*

1. The arts teach children to make good judgments about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.
2. The arts teach children that problems can have more than one solution and that questions can have more than one answer.
3. The arts celebrate multiple perspectives. One of their large lessons is that there are many ways to see and interpret the world.
4. The arts teach children that in complex forms of problem solving, purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and willingness to surrender to the unanticipated possibilities of the work as it unfolds.
5. The arts make vivid the fact that words do not, in their literal form or number, exhaust what we can know. The limits of our language do not define the limits of our cognition.
6. The arts teach students that small differences can have large effects. The arts traffic in subtleties.
7. The arts teach students to think through and within a material. All art forms employ some means through which images become real.
8. The arts help children learn to say what cannot be said. When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.
9. The arts enable us to have experience we can have from no other source and through such experience to discover the range and variety of what we are capable of feeling.
10. The arts' position in the school curriculum symbolizes to the young what adults believe is important.

# Big Walnut Local Schools

## Music Course of Study

**Content Standard: Connections, Relationships and Applications: Students identify similarities and differences among music and other arts disciplines. Students recognize the relationships between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.**

Benchmarks By the end of the K-4 Program	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
<p><u>Students will...</u></p> <p><b>A. Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.</b></p> <p><b>B. Describe how music is used in various cultures.</b></p> <p><b>C. Identify and describe roles of musicians in various music settings.</b></p>	<ol style="list-style-type: none"> <li>1. Use music and/or found sounds together with dance, drama and visual art.</li> <li>2. Observe connections between music experiences and another curricular subject (e.g. English Language arts)</li> <li>3. Sing songs representing their cultures.</li> <li>4. Identify the role of a musician</li> </ol>	<ol style="list-style-type: none"> <li>1. Use music and/or found sounds together with dance, drama and visual art.</li> <li>2. Identify similar terms (e.g. patterns, texture) in the arts.</li> <li>3. Recognize connections between music experiences and another curricular subject (e.g. English language arts)</li> <li>4. Identify various uses of music in their cultures.</li> <li>5. Identify the role of a musician</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to music using dance, drama and visual art.</li> <li>2. Recognize similarities and differences among the arts, including music, dance, drama and visual art.</li> <li>3. Identify and describe connections between music experiences and another curricular subject (e.g. English language arts, mathematics and social studies)</li> <li>4. Identify various uses of music in the United States.</li> <li>5. Identify and describe the role of a musician in various musical settings (e.g. composer, performer, instrumentalist, singer, conductor.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret music through dance, drama and visual art.</li> <li>2. Identify the use of similar elements (e.g. form, rhythm) in music and other art forms.</li> <li>3. Explain ways that the basic principles (e.g. elements of music) and subject matter (e.g. topics, themes, lyrics) of music are interrelated with disciplines outside the arts.</li> <li>4. Identify similarities and differences in music of the United States</li> <li>5. Identify and describe the role of a musician in various musical settings (e.g. composer, performer, instrumentalist, singer, conductor )</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret music through dance, drama and visual art.</li> <li>2. Identify the use of similar elements (e.g. form, rhythm) in music and other art forms.</li> <li>3. Explain ways that the basic principles (e.g. elements of music) and subject matter (e.g. topics, themes, lyrics) of music are interrelated with disciplines outside the arts.</li> <li>4. Identify similarities and differences in music of the United States</li> <li>5. Identify and describe the role of a musician in various musical settings (e.g. composer, performer, instrumentalist, singer, conductor )</li> </ol>

# Big Walnut Local Schools

## Music Course of Study

**Content Standard: Connections, Relationships and Applications: Students identify similarities and differences among music and other arts disciplines. Students recognize the relationships between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.**

Benchmarks By the end of the 5-8 Program	Grade Five	Grade Six	Grade Seven	Grade Eight
<p><u>Students will...</u></p> <p>A. Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.</p> <p>B. Demonstrate ways that subject matter of other disciplines is interrelated with that of music.</p> <p>C. Identify various ways music affects their lives.</p> <p>D. Identify various careers in music.</p>	<ol style="list-style-type: none"> <li>Interpret music through dance, drama and visual art.</li> <li>Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements</li> <li>Describe basic art forms (e.g. texture, color, form, movement) associated with various art forms and use them to describe music events.</li> <li>Describe how knowledge of music connects to learning in other subject areas</li> <li>Discuss how culture influences music.</li> <li>Identify the specific skills need to be a musician</li> </ol>	<ol style="list-style-type: none"> <li>Describe ways that music relates to other art forms using appropriate terminology.</li> <li>Compare in music and other art forms how the characteristic materials of each art (e.g. sound in music, movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art.</li> <li>Integrate art forms into a well-organized music presentation.</li> <li>Compare and contrast subject matter common to music in their own and other cultures.</li> <li>Identify different functions and uses of music in their own and other cultures.</li> </ol>	<ol style="list-style-type: none"> <li>Identify similarities and differences in the meanings of common terms used in the various arts.</li> <li>Integrate art forms into a well-organized music presentation.</li> <li>Identify involvement in the arts as a listener, creator, and performer.</li> <li>Describe ways that technology is used in creating, performing and listening to music.</li> <li>Identify problem-solving and creative thinking skills used in music.</li> <li>Using elements of music, describe distinguishing characteristics of music from a variety of culture.</li> <li>Identify exemplary music role models and describe their activities and achievements in music.</li> </ol>	<ol style="list-style-type: none"> <li>Compare in two or more art forms the common terms and contrasting definitions used for various artistic elements.</li> <li>Describe how roles of creators, performers and others involved in music are similar to or different from those in other art forms.</li> <li>Use technology in creating, performing, and/or researching music.</li> <li>Use problem-solving and creative thinking skills experienced in other disciplines in music.</li> <li>Identify various uses of music in their daily experiences.</li> <li>Describe characteristics that make their music of choice applicable to their daily experiences.</li> <li>Identify nonperforming careers in music.</li> </ol>

		<p>6. Describe roles musicians assume in various cultures and music settings and identify skills needed for each role.</p> <p>7. Identify various careers for musicians (e.g. in education, in entertainment and to provide technical support)</p>	<p>the music field</p>		
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# Big Walnut Local Schools

## Music Course of Study

**Content Standard: Connections, Relationships and Applications: Students identify similarities and differences among music and other arts disciplines. Students recognize the relationships between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.**

Benchmarks By the end of the 9-12 Program	Grade Nine through Twelve			
<p><u>Students will...</u></p> <p>A. Articulate similarities and differences between music and other content areas.</p> <p>B. Apply technology in creating, performing and/or researching music.</p> <p>C. Compare and contrast several cultures' music works based on the function music serves, role of the musicians and conditions under which the music is performed.</p> <p>D. Articulate music avocation and career opportunities found in</p>	<ol style="list-style-type: none"> <li>1. Explain how basic arts elements (e.g. form, texture) are used in similar and different examples of music and other arts disciplines.</li> <li>2. Discuss how the roles of creators, performers and others involved in the production and presentation of the arts are similar and different.</li> <li>3. Identify art forms that involve collaboration with multiple art forms (e.g. musical theatre, opera)</li> <li>4. Apply problem-solving and creative thinking skills used in music to other content areas</li> <li>5. Recognize aesthetic characteristics common to all art forms.</li> </ol> <ol style="list-style-type: none"> <li>1. Explain the role of technology in creating performing, and listening to music.</li> <li>2. Incorporate subject matter common to music and other academic areas into a music presentation.</li> <li>3. Demonstrate one or more uses of technology in creating, performing and listening to music.</li> <li>4. Use technology to create and/or perform various forms of music.</li> </ol> <ol style="list-style-type: none"> <li>1. Use accurate music terminology to describe similarities and differences in music from various cultures.</li> <li>2. Compare a music work with another work of art (e.g. dance, drama, visual art) from the same culture on the basis of similar non-arts influences</li> <li>3. Compare and contrast different roles musicians assume in various cultures and music settings and describe skills and training needed</li> </ol> <ol style="list-style-type: none"> <li>1. Explore and identify opportunities for lifelong involvement in music (e.g. religious/community music organizations, arts advocacy, consumer)</li> <li>2. Use criteria to select music experiences that represent skills, abilities and accomplishments (e.g. developing a portfolio, college audition /admission, studio musician application)</li> </ol>			





# Big Walnut Local Schools

## Music Course of Study

Content Standard: **Creative Expression and Communication: Students sing, play instruments, compose, move to, read and notate music.**

Benchmarks By the end of the K-4 Program	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
<p><u>Students will...</u></p> <p>A. Sing and/or play instruments alone and with others demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.</p> <p>B. Read, write, improvise and compose melodies and accompaniments.</p> <p>C. Demonstrate movement appropriate for the style and context of the music.</p>	<ol style="list-style-type: none"> <li>1. Sing alone and with others a varied repertoire of songs maintaining a steady beat.</li> <li>2. Use the head voice to produce a light, clear sound.</li> <li>3. Play alone and with others a variety of classroom instruments with proper technique.</li> <li>4. Move to music representing varied styles, genres and cultures.</li> <li>5. Use icons to represent the beat.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing alone and with others a varied repertoire of songs with accurate rhythm and developing accurate pitch.</li> <li>2. Use the head voice to produce a light, clear sound.</li> <li>3. Play alone and with others a variety of classroom instruments with proper technique.</li> <li>4. Improvise on selected lyrics (text) of known songs.</li> <li>5. Read, write and perform using eighth notes, quarter notes and quarter rests.</li> <li>6. Read, write and perform tritonic (la-sol-mi) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g. solfege, numbers or letters)</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing alone and with others a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.</li> <li>2. Use the head voice to produce a light, clear sound and maintain appropriate posture.</li> <li>3. Play alone and with others a variety of classroom instruments with proper technique.</li> <li>4. Improvise and compose simple rhythmic and melodic phases.</li> <li>5. Read, write and perform using eighth notes, half notes, quarter notes and quarter rests in 2/4 and 4/4 meter.</li> <li>6. Read, write and perform pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g. solfege, numbers or letters)</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing alone and with others a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.</li> <li>2. Use the head voice to produce a light, clear sound and maintain appropriate posture.</li> <li>3. Play alone and with others a variety of classroom instruments with proper technique.</li> <li>4. Improvise and compose short compositions using a variety of classroom instruments and sound sources.</li> <li>5. Read, write and perform using sixteenth through whole values including a syncopated rhythm of eighth-quarter-eighth in 2/4, ¾ and 4/4 meter.</li> <li>6. Read, write and perform extended pentatonic melodies with high do, low la and low sol (do-la-sol-mi-re-do-la-sol) on the treble staff in G-do, F-do and C-do using a system</li> </ol>	

		<p>7. Move to music representing varied styles, genres and cultures.</p>	<p>7. Move to music representing varied styles, genres and cultures</p>	<p>6. Read, write and perform extended pentatonic melodies with high do (do-la-sol-mi-re-do) on the treble staff in G-do, F-do and C-do using a system (e.g. solfège, numbers or letters)</p> <p>7. Move to music representing varied styles, genres and cultures.</p>	<p>(e.g. solfège, numbers or letters)</p> <p>7. Read, write and perform melodies in treble clef.</p> <p>8. Move to music representing varied styles, genres, and cultures.</p>
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# Big Walnut Local Schools

## Music Course of Study

Content Standard: **Creative Expression and Communication: Students sing, play instruments, compose, move to, read and notate music.**

Benchmarks By the end of the 5-8 Program	Grade Five	Grade Six	Grade Seven	Grade Eight
<p><u>Students will...</u></p> <p><b>A. Perform a piece of music independently or in a group with technical accuracy and expression.</b></p> <p><b>B. Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.</b></p> <p><b>C. Identify and recognize in a piece of music the following: clef, key signature, meter signatures, tempo, dynamic markings and note values.</b></p>	<ol style="list-style-type: none"> <li>1. Sing and/or play alone and with others using a good posture and breath control throughout their range, a varied repertoire of music representing diverse genres and cultures with appropriate dynamics, expression and tempo for the work being performed.</li> <li>2. Play a variety of instruments independently and with other contrasting parts.</li> <li>3. Respond appropriately to the cues of a conductor.</li> <li>4. Create short melodies using traditional notation.</li> <li>5. Improvise melodies in a call-and-response setting.</li> <li>6. Read, write and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.</li> <li>7. Read, write and perform diatonic melodies with fa and ti and the major scale on the treble staff in</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing and/or play alone and with others using a good posture and breath control throughout their range, a varied repertoire of music representing diverse genres and cultures with appropriate dynamic expression and tempo for the work being performed.</li> <li>2. Play a variety of instruments alone and with others with increasingly complex rhythms and melodic phrases.</li> <li>3. Respond appropriately to the cues of a conductor.</li> <li>4. Create and notate music compositions using one or more parts.</li> <li>5. Improvise melodies over a given bass line.</li> <li>6. Read, write and perform rhythm patterns (in 2/4, 3/4, 4/4 and 6/8 meter)</li> <li>7. Identify whole steps and half steps in the major scales.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing and/or play alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</li> <li>2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.</li> <li>3. Respond appropriately to the cues of a conductor.</li> <li>4. Create music compositions using one or more parts in duple, triple and mixed meters.</li> <li>5. Improvise melodies using major and minor keys.</li> <li>6. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</li> <li>7. Identify whole steps, half steps and intervals in major and natural</li> </ol>	

	<p>G-bb, using a system (e.g. solfege, numbers or letters)</p> <p>8. Identify key signatures</p> <p>9. Develop sight-reading abilities</p> <p>10. Identify and/or notate concert pitch major scales (i.e. Band 1<sup>st</sup> tetra chord - Concert Bb)</p>	<p>8. Identify and use key signatures.</p> <p>9. Develop sight-reading abilities</p> <p>10. Identify and/or notate concert pitch major scales (i.e. Band-C, F, Bb, Eb, Ab, Strings-A D G C F)</p>	<p>8. Identify and use key signatures.</p> <p>9. Develop sight-reading abilities</p> <p>10. Identify and/or notate concert pitch major scales (i.e. Band-C, F, Bb, Eb, Ab, Strings-A D G C F)</p> <p>11. Read and notate melodies in appropriate clef</p>	<p>minor scales.</p> <p>8. Read and notate melodies in an appropriate clef.</p> <p>9. Identify and/or notate concert pitch major scales (i.e. Band: C, F, Bb, Eb, Ab, Strings: A, D, G, C, F).</p> <p>10. Develop sight-reading abilities</p>
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# Big Walnut Local Schools

## Music Course of Study

Content Standard: **Creative Expression and Communication: Students sing, play instruments, compose, move to, read and notate music.**

Benchmarks By the end of the 9-12 Program	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve
<p><u>Students will...</u></p> <p>A. Sing and/or play, independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.</p> <p>B. Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.</p>	<ol style="list-style-type: none"> <li>1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures.</li> <li>2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath support.</li> <li>3. Respond appropriately to the cues of a conductor or section leader.</li> <li>4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing as part of a group.</li> <li>5. Demonstrate sight-reading skills</li> <li>6. Identify and/or notate concert pitch major scales (i.e., Band: C, F, Bb, Eb, Ab; Strings: A, D, G, C, F; Vocal/Choral: A, D, G, C, F, Bb, Eb).</li> <li>7. Read, perform and/or notate a one-octave chromatic scale, ascending and descending.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and complex rhythms.</li> <li>2. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group.</li> <li>3. Perform a variety of phrases with attention to pitch and rhythmic accuracy and demonstrate increased independence.</li> <li>4. Demonstrate sight-reading abilities.</li> <li>5. Identify and/or notate concert pitch major scales (i.e., Band: C, B, Bb, Eb, Ab; Strings: A, D, G, C, G; Vocal/Choral: E, A, D, G, C, F, Bb, Eb, Ab, Db).</li> <li>6. Read and perform literature appropriate for the instrument studied using the key signatures in indicator six above.</li> <li>7. Read complex rhythms in</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare and perform accurately a varied repertoire of music incorporating complex meters and rhythms in major and minor keys.</li> <li>2. Perform an appropriate part in an ensemble and demonstrate well-developed ensemble skills.</li> <li>3. Demonstrate advanced tonal concepts in singing or playing an instrument.</li> <li>4. Sing or play music compositions incorporating elements of music and demonstrating an understanding of music style and form.</li> <li>5. Improvise over given choir progressions and symbols</li> <li>6. Identify and/or notate concert pitch major scales (i.e., Band: D, G, C, F, Bb, Eb, Ab, Db, Gb; Strings: E, A, D, G, C, F, Bb, Eb, Ab; Vocal/Choral: C#, F#, B, E, A, D, G, C, F, Bb, Eb, Ab, Db, Gb, Cb).</li> <li>7. Read and perform music literature in a wide variety of major and minor keys</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</li> <li>2. Sing or play a significant music composition incorporating elements of music and demonstrating an understanding of music styles and form.</li> <li>3. Improvise over given chord progressions and symbols.</li> <li>4. Sight read major, minor and chromatic melodies.</li> <li>5. Identify and/or notate concert pitch major scales and selected minor forms (i.e., Band: D, G, C, F, Bb, Eb, Ab, Db, Gb; Strings: E, A, D, G, C, F, Bb, Eb, Ab; Vocal/Choral: C#, F#, B, E, A, D, G, C, F, Bb, Eb, Ab, Db, Gb, Cb).</li> <li>6. Interpret music symbols and terms expressively when performing a varied repertoire of</li> </ol>

	<p>8. Read and perform music with dotted eighth and sixteenth notes and syncopation in duplet, triplet and compound meters.</p> <p>9. Define vocabulary in all rehearsal and performed music.</p>	<p>mixed meter.</p> <p>8. Incorporate expressive symbols and terms when sight-reading.</p> <p>9. Identify articulations, expressive symbols and terms.</p>	<p>8. Identify homophonic and polyphonic textures.</p> <p>9. Interpret articulations, expressive symbols, and terms when performing.</p>	<p>music.</p> <p>7. Identify homophonic and polyphonic texture.</p>
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# Big Walnut Local Schools

## Music Course of Study

**Content Standard: Valuing Music/Aesthetic Reflection:** Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

Benchmarks By the end of the K-4 program	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p><u>Students will...</u></p> <p><b>A. Reflect on their personal performances and the performances of others.</b></p> <p><b>B. Demonstrate audience behavior appropriate for the context and style of music performed.</b></p> <p><b>C. Demonstrate how music communicates meaning of text, feelings, moods or images.</b></p>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities</li> <li>2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>3. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby)</li> <li>4. Listen and respond to various music styles (e.g., march, lullaby)</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities</li> <li>2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>3. Respond physically to a variety of age-appropriate music.</li> <li>4. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby)</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>3. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.</li> <li>4. Demonstrate how music communicates meaning of text, feelings and moods or images.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Develop criteria for reflecting on their performances.</li> <li>3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.</li> <li>5. Demonstrate how music communicates meaning of text, feelings and moods or images.</li> <li>6. Identify personal preferences for specific music selection.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Develop criteria for reflecting on their performances and the performances of others.</li> <li>3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.</li> <li>5. Demonstrate how music communicates meaning of text, feelings and moods or images.</li> </ol>



6. Identify and describe personal preferences for specific music selections.					

# Big Walnut Local Schools

## Music Course of Study

**Content Standard: Valuing Music/Aesthetic Reflection:** Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

Benchmarks By the end of the 5-8 program	Grade 5	Grade 6	Grade 7	Grade 8
<p><u>Students will...</u></p> <p>A. Reflect on and describe how music performance and settings affect audience response.</p> <p>B. Reflect on why others may have different music preferences.</p> <p>C. Justify one's personal preference of music choice using music vocabulary.</p>	<ol style="list-style-type: none"> <li>Describe and practice audience etiquette associated with various music performances and settings.</li> <li>Identify and discuss aesthetic qualities in their performances and in the performances of others.</li> <li>Demonstrate how music communicates meaning through text, feelings, moods, or images.</li> <li>Identify elements of music that contribute aesthetic qualities in a specific music work.</li> <li>Explain how expressive music elements determine the quality of composition.</li> <li>Develop and apply criteria to support personal preferences for specific music works.</li> </ol>	<ol style="list-style-type: none"> <li>Practice audience etiquette in selected music settings.</li> <li>Attend and reflect on a variety of live music performances.</li> <li>Communicate ideas about the importance of music in everyday life.</li> <li>Describe the emotional connection to the musical experience.</li> <li>Critique a variety of music performances.</li> </ol>	<ol style="list-style-type: none"> <li>Practice audience etiquette in selected music settings.</li> <li>Participate in and reflect on a variety of live music performances and activities.</li> <li>Discuss how music preferences reflect people's values.</li> <li>Evaluate music performances and compositions based on elements of music.</li> <li>Develop and apply criteria based on elements of music to support personal preferences for specific music works.</li> </ol>	<ol style="list-style-type: none"> <li>Practice audience etiquette in selected music settings.</li> <li>Participate in and reflect on a variety of live music performances and activities.</li> <li>Explain how and why people use and respond to music.</li> <li>Evaluate music performances and compositions based on elements of music.</li> <li>Develop and apply criteria based on elements of music to support personal preferences for specific music works.</li> </ol>

# Big Walnut Local Schools

## Music Course of Study

**Content Standard: Valuing Music/Aesthetic Reflection:** Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

Benchmarks By the end of the 9-12 program	Grade 9	Grade 10	Grade 11	Grade 12
<p><u>Students will...</u></p> <p>A. Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.</p> <p>B. Explain how people differ in their music preferences based on their personal experiences.</p> <p>C. Develop and apply specific criteria for making informed, critical judgments about quality and effectiveness of music works both written and performed.</p>	<ol style="list-style-type: none"> <li>1. Assess how elements of music are used in a work to create images or evoke emotions.</li> <li>2. Discuss how people from different backgrounds use and respond to music.</li> <li>3. Select music works and performances based on knowledge of music concepts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how the use of elements of music affects the aesthetic impact of music selection.</li> <li>2. Explain how people from different backgrounds use and respond to music and cite specific examples.</li> <li>3. Defend choices of music works and performances based on knowledge of music concepts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Critique their performances or compositions in terms of aesthetic qualities.</li> <li>2. Discuss how the purpose, meaning and value of music works change because of the impact of life experiences.</li> <li>3. Evaluate music works and performances using criteria for aesthetic qualities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to aesthetic qualities of a performance intellectually using music terminology.</li> <li>2. Form a personal philosophy about the purpose of music.</li> <li>3. Explain how the purpose, meaning, and value of selected music works change because of the impact of life experiences.</li> <li>4. Alter music works, performances or composition presentations to enhance the quality of the music selection.</li> <li>5. Develop and apply criteria based on elements of music to support personal preferences for specific music works.</li> </ol>

# Big Walnut Local Schools

## Music Course of Study

**Content Standard: Analyzing and Responding:** Students will analyze and describe a varied repertoire of music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

Benchmarks	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
By the end of the K-4 Program					
<u>Students will...</u>					
A. Identify, describe, and demonstrate elements of music (melody, harmony, rhythm, timbre, and form) using correct terminology.	<ol style="list-style-type: none"> <li>1. Identify, describe and demonstrate contrasting elements of music (e.g. fast/slow, loud/soft, smooth/choppy, high/low, beat/word rhythm, same/different).</li> <li>2. Identify and demonstrate various vocal sounds (e.g. singing, speaking) and various non-pitched percussion instruments (e.g. triangle, drum, tambourine, woodblock, maraca).</li> <li>3. Distinguish between vocal and instrumental performances.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify, describe and demonstrate contrasting elements of music (e.g. fast/slow, loud/soft, smooth/choppy, high/low, beat/word rhythm, same/different).</li> <li>2. Identify and demonstrate various vocal sounds (e.g. singing, speaking) and various non-pitched percussion instruments (e.g. triangle, drum, tambourine, woodblock, maraca).</li> <li>3. Distinguish between vocal and instrumental performances.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and describe elements of music using correct terminology.</li> <li>2. Use a system to identify form (e.g. letters, icons).</li> <li>3. Identify the four families of orchestral instruments visually and aurally.</li> <li>4. Distinguish between solo and ensemble performances.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and describe elements of music using correct terminology.</li> <li>2. Identify various forms of music (e.g. AB, ABA, rondo, theme and variations).</li> <li>3. Identify the four families of orchestral instruments visually and aurally.</li> <li>4. Identify specific instruments within each family.</li> <li>5. Discuss and evaluate personal performance based on established criteria.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and describe elements of music using correct terminology.</li> <li>2. Identify various forms of music (e.g. AB, ABA, rondo, theme and variations).</li> <li>3. Describe the way sound is produced on various instrument and with the human voice.</li> <li>4. Discuss and evaluate individual and group performance based on established criteria.</li> </ol>
B. Identify the sounds of a variety of instruments.					
C. Discuss and analyze individual and group musical performance.					

# Big Walnut Local Schools

## Music Course of Study

**Content Standard: Analyzing and Responding: Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.**

Benchmarks By the end of the 5-8 Program	Grade Five	Grade Six	Grade Seven	Grade Eight
<p><u>Students will...</u></p> <p>A. Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.</p> <p>B. Analyze the structure of larger music works and the sections comprised within.</p> <p>C. Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.</p>	<ol style="list-style-type: none"> <li>1. Identify dynamics, tempo, meter and tonality in various pieces of music aurally.</li> <li>2. Identify a piece of music using music vocabulary.</li> <li>3. Differentiate between melody and harmony.</li> <li>4. Identify terms related to form (e.g. DC al Fine, DC dal segno, DS al Coda, repeat signs, first and second endings).</li> <li>5. Identify selected electronic and world music instruments.</li> <li>6. Evaluate and describe individual and group performances.</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish the use of dynamics, meter, tempo, and tonality in various pieces of music.</li> <li>2. Describe the principles of breathing techniques, good posture and tone production.</li> <li>3. Describe instruments used in Western traditional instrumental ensembles and in world music ensembles.</li> <li>4. Analyze a piece of music with more than one movement using elements of music.</li> <li>5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply music vocabulary to describe varied repertoire of music.</li> <li>2. Describe use of meter and rhythm in music of various cultures.</li> <li>3. Analyze form identifying distinct sections of a larger music work.</li> <li>4. Apply detailed criteria for evaluating quality and effectiveness of music performance and composition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast a varied repertoire of music on the basis of how elements of music are used to make the works unique and expressive.</li> <li>2. Identify components of larger music works (e.g. symphony, mass, concerto).</li> <li>3. Identify distinct sections in a larger music work aurally.</li> <li>4. Use appropriate criteria to support personal preferences for specific music works.</li> </ol>

# Big Walnut Local Schools

## Music Course of Study

**Content Standard: Analyzing and Responding: Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using the appropriate criteria.**

<b>Benchmarks</b> By the end of the 9-12 Program	Grade Nine through Twelve		
<p><u>Students will...</u></p> <p><b>A. Analyze and evaluate music selections based upon established criteria.</b></p> <p><b>B. Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.</b></p> <p><b>C. Analyze common harmonic progressions in selected repertoire aurally.</b></p> <p><b>D. Apply appropriate established criteria to evaluate a variety of music performances.</b></p>	<ol style="list-style-type: none"> <li>1. Analyze and determine the correct technique required for proper tone production (e.g. posture, breath support, hand position, embouchure, vocal placement).</li> <li>2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually.</li> <li>3. Demonstrate extensive knowledge of the technical vocabulary of music.</li> <li>4. Analyze a given work on the basis of how elements of music are used in the selection to make it unique.</li> <li>5. Describe compositional devices and techniques that are used to provide unity, variety and tension and release in a musical work (e.g. motives, imitation, suspension, retrograde)</li> <li>6. Describe basic terminology and symbols used in a varied repertoire of music.</li> </ol> <ol style="list-style-type: none"> <li>1. Analyze and respond to conducting patterns and gestures related to musical interpretation of various selections</li> </ol> <ol style="list-style-type: none"> <li>1. Identify traditional harmonic progressions in selected repertoire aurally.</li> </ol> <ol style="list-style-type: none"> <li>1. Develop and apply criteria for evaluating quality and effectiveness of their performances and compositions as well as those of others.</li> <li>2. Evaluate the use of elements of music in examples of contrasting genres and/or cultures.</li> </ol>		

# Big Walnut Local Schools

## Music Course of Study

**Content Standard: Historical, Cultural, and Social Contexts: Students demonstrate knowledge and understanding of a variety of musical styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music history. Students analyze the historical, social, and political forces that have influenced the function and role of music in the lives of people.**

Benchmarks By the end of the K-4 Program	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
<u>Students will...</u> A. Identify and respond to music of historical and cultural originals. B. Describe how music is used in various cultures. C. Identify and respond to music of various styles and genres. D. Identify and demonstrate basic music forms	<ol style="list-style-type: none"> <li>1. Sing, listen to and move to music from various cultures and historical periods.</li> <li>2. Identify, listen to, and respond to music from various composers.</li> <li>3. Recognize how sounds and music are used in daily experiences.</li> <li>4. Compare and contrast music of various styles (e.g. march/lullaby)</li> <li>5. Identify and demonstrate same and different.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing, listen to and move to music from various cultures and historical periods.</li> <li>2. Identify, listen to, and respond to music from various composers.</li> <li>3. Recognize how sounds and music are used in daily experiences.</li> <li>4. Compare and contrast music of various styles (e.g. classical/folk)</li> <li>5. Identify and demonstrate rounds/canons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing, listen to and move to music from various cultures and historical periods.</li> <li>2. Identify, listen to, and respond to music from various composers.</li> <li>3. Recognize how sounds and music are used in daily experiences.</li> <li>4. Compare and contrast music of various styles and genres (e.g. jazz and spirituals/classical/folk)</li> <li>5. Identify and demonstrate AB form and verse/refrain form.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing, listen to and move to music from various cultures and historical periods.</li> <li>2. Identify, listen to, and respond to music from various composers.</li> <li>3. Identify significant contributions of various composers to music history.</li> <li>4. Recognize how sounds and music are used in daily experiences.</li> <li>5. Compare and contrast music of various genres (e.g. program/absolute, sacred/secular)</li> <li>6. Identify and demonstrate partner songs and rondo form.</li> </ol>	

# Big Walnut Local Schools

## Music Course of Study

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Benchmarks By the end of the 5-8 Program	Grade Five	Grade Six	Grade Seven	Grade Eight
<p><u>Students will...</u></p> <p>A. Compare and contrast styles and forms of music from various historical periods.</p> <p>B. Identify composers and classify them according to historical periods.</p> <p>C. Describe how events during various historical periods have influenced the development of music.</p>	<ol style="list-style-type: none"> <li>Identify and demonstrate theme and variations in the music of various cultures and/or historical periods.</li> <li>Compare and contrast music of various genres (e.g. opera/ballet/musical theatre)</li> <li>Research and identify music instruments from different historical periods and world cultures.</li> <li>Identify, listen and respond to music of different composers.</li> <li>Recognize and discuss the influence of American history on the development of folk music.</li> <li>Describe conditions under which music is created and performed in various cultures.</li> </ol>	<ol style="list-style-type: none"> <li>Describe distinguishing characteristics of music forms (e.g. verse-refrain, AB, ABA, rondo, canon, theme and variations) from various cultures and/or historical periods.</li> <li>Examine the chronological development of various music styles.</li> <li>Identify the major periods or genres in the development of world music history (e.g. Renaissance Period, Peking opera, Lali)</li> <li>Identify selected composers and their works and place them in the appropriate historical period.</li> <li>Recognize and identify contextual elements (e.g. time, location, current events, cultures, social and political climate) that shape the development of music.</li> </ol>	<ol style="list-style-type: none"> <li>Recognize, identify, and demonstrate form in world music (e.g. Western and non-Western) and popular music.</li> <li>Explore contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</li> <li>Compare representative music examples from different historical time periods.</li> <li>Compare and contrast selected composers and their works.</li> <li>Discuss how current developments in music reflect society in reference to themselves, their community and the world around them.</li> </ol>	



# Big Walnut Local Schools

## Music Course of Study

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Benchmarks By the end of the 9-12 Program	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve
<p><u>Students will...</u></p> <p>A. Identify music forms from various cultures and historical periods.</p> <p>B. Create or perform representative repertoire with stylistic accuracy.</p> <p>C. Research and explain how music and composers both influence and are influenced by society and culture.</p>	<ol style="list-style-type: none"> <li>1. Recognize and describe from in music literature of various historical periods</li> <li>2. Compare various music styles from the United State, other cultures and historical periods.</li> <li>3. Recognize and classify Western music literature by historical periods.</li> <li>4. Discuss and perform music literature from various composers.</li> <li>5. Identify the social context from which music of various cultures evolved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.</li> <li>2. Interpret various music styles from the United States, other cultures and historical periods.</li> <li>3. Discuss and evaluate the performance of music from different historical time periods.</li> <li>4. Examine (e.g. listening, performing, score study) music literature of various composers.</li> <li>5. Explain how technology has influenced the development of music over time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and trace the development of music forms across historical periods.</li> <li>2. Analyze various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.</li> <li>3. Compare and contrast the performance practices of music from various historical periods.</li> <li>4. Compare and contrast music selections from various composers and describe the distinguishing characteristics of their works.</li> <li>5. Explain how music reflects the political events of history.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate how music forms and influenced by history..</li> <li>2. Critique various music styles from the United States other cultures and historical periods.</li> <li>3. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.</li> <li>4. Demonstrate through performance the stylistic difference of various composers and their works.</li> <li>5. Explain how music reflects the social events of history.</li> </ol>