

Allamakee Music Curriculum K-4

Content Standard 1: Singing alone and with others, a varied repertoire of music.

- 1a. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
- 1b. Sing expressively, with appropriate dynamics, phrasing, and interpretation.
- 1c. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 1d. Sing ostinatos, partner songs, and rounds.
- 1e. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

- 2a. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- 2b. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
- 2c. Perform expressively a varied repertoire of music representing diverse genres and styles.
- 2d. Echo short rhythms and melodic patterns.
- 2e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- 2f. Perform independent instrumental parts while other students sing or play contrasting parts.

Content Standard 3: Improvising melodies, variations, and accompaniments.

- 3a. Improvise “answers” in the same style to given rhythmic and melodic phrases.
- 3b. Improvise simple rhythmic and melodic ostinato accompaniments.
- 3c. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
- 3d. Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

Content Standard 4: Composing and arranging music within specified guidelines.

- 4a. Create and arrange music to accompany readings or dramatizations.
- 4b. Create and arrange short songs and instrumental pieces within specified guidelines.
- 4c. Use a variety of sound sources when composing.

Content Standard 5: Reading and notating music.

- 5a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 5b. Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

5c. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

5d. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

Content Standard 6: Listening to, analyzing and describing music.

6a. Identify simple music forms when presented aurally.

6b. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

6c. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

6d. Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.

6e. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Content Standard 7: Evaluating music and music performances.

7a. Devise criteria for evaluating performances and compositions.

7b. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.

8a. Identify similarities and differences in the meanings of common terms used in the various arts.

8b. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

Content Standard 9: Understanding music in relation to history and culture.

9a. Identify by genre or style aural examples of music from various historical periods and cultures.

9b. Describe in simple terms how elements of music are used in music examples from various cultures of the world.

9c. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

9d. Identify and describe roles of musicians in various music settings and cultures.

9e. Demonstrate audience behavior appropriate for the context and style of music performed.

Materials: Spotlight on Music Book Series, Macmillan/McGraw-Hill 2005

Supplemental Materials:

Movement Songs Children Love Denise Gagne, 2000

Music K-8 Magazine

Music Curriculum Grades 5-6

Classes:

- 3rd Grade- Each class section meets two times in a six-day cycle for 40 minutes.
- 4th Grade- Each class section meets two times in a six-day cycle for 40 minutes.
- 5th Grade- Each class section meets two times in a six-day cycle for 40 minutes.
- 6th Grade- Each class section meets two times in a six-day cycle for 40 minutes.

General Objectives:

Standard one: Singing, alone and with others, a varied repertoire of music.

1. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
2. Sing expressively, with appropriate dynamics, phrasing, and interpretation.
3. Sing from memory a varied repertoire of songs, representing genres and styles from diverse cultures.
4. Sing ostinatos, partner songs, and rounds.
5. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Standard Two: Performing on Instruments, alone and with others, a varied repertoire of music.

1. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
2. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
3. Perform expressively a varied repertoire of music representing diverse genres and styles.
4. Echo short rhythms and melodic patterns.
5. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
6. Perform independent instrumental parts while other students sing or play contrasting parts.

Standard Three: Improvising Melodies, Variations, and accompaniments.

1. Improvise “answers” in the same style to given rhythmic and melodic patterns.
2. Improvise simple rhythmic and melodic ostinato accompaniments.
3. Improvise simple rhythmic and melodic ostinato accompaniments
4. Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

Standard Four: Composing and arranging music within specified guidelines.

1. Create and arrange music to accompany readings or dramatizations.
2. Create and arrange short songs and instrumental pieces within specified guidelines.
3. Use a variety of sound sources when composing.

Standard Five: Reading and notating music.

1. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
2. Use a system (that is, syllables, numbers, or letters) to read simple pitch notations in the treble clef in major keys.
3. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

Standard Six: Listening to, analyzing, and describing music.

1. Identify simple music forms when presented aurally.
2. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music in various styles representing diverse cultures.
3. Use appropriate terminology in explaining music notation, music instruments, and voices, and music performances.
4. Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
5. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Standard Seven: Evaluating music and music performances.

1. Devise criteria for evaluating performances and compositions.
2. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

Standard Eight: Understanding relationships between music, the other arts, and discipline outside the arts.

1. Identify similarities and differences in the meanings of common terms used in the various arts.
2. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

Standard Nine: Understanding music in relation to history and culture

1. Identify by genre or style aural examples of music from various historical periods and cultures.
2. Describe in simple terms how elements of music are used in music examples from various cultures of the world.
3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
4. Identify and describe roles of musicians in various music settings and cultures.
5. Demonstrate audience behavior appropriate for the context and style of music performed.

Supplemental Material:

Flashcards with Musical Terms
Solferge Wall Chart

Texts:

Bastien Piano Basics Primer Level Piano Book.
Yamaha Recorder Student, Sandy Feldstien, Alfred.
My Recorder Book, Sandy Feldstein. Playin Time Productions.
Spotlight on Music. 2005 MacMillan/McGraw-Hill.
Suzuki Tonechimes Method, Volume I and II. Suzuki Corporation.
Get America Singing...Again!
Discovering Orff, Jane Frazee.
Basic Guitar lessons, Amsco Publications.
Hal Leonard's Melody Flashcard Kit.
Bruce Phelps Sight Reading Manual
The Sight Singer, Volume I by Audrey Snyder

Technology Supplement:

Music Ace Lab Pak for Five computers, Harmonic Vision

CHORAL MUSIC

Introduction:

Grade Level: 7-8th grade

• 7th -8th Grade Choir meets for three class periods every six-day cycle. (43 minutes per class.)

Time Schedule: Year-Long Course

Materials:

- Complete Choral Library of Music for Treble Choir, Bass Choir, and Mixed Choir
- Bruce Phelps Sight Reading Manual
- Experiencing Choral Music Sight-Singing
- Warm-ups and Work-outs for the Developing Choir, Jensen Publications
- Successful Warm-ups, Book One, Nancy Telfer
- The Complete Choral Warm-Up Book, Russell Robinson and Jay Althouse
- Sight-Singing Reproducible Catalogue, Masterworks Press
- Great Composers from Bach to Bartok, Encore Music Camp
- Meet The Great Composers Volume I and II, June Montgomery and Maurice Hinson
- Focus On Composers, Teacher Created Materials, Inc.
- Piano
- Music Folders
- Storage for folders and music
- Stereo Recording and Playback equipment
- School computer lab equipped with Alfred's Essentials of Music Theory

COURSE OUTLINE

The mission of this group is to give children exceptional choir music instruction and performance opportunities that foster creativity, personal expression, and growth. Using a balanced variety of music,

the program trains each student in the following vocal skills:

- A. Tone Production
- B. Music Literacy
- C. Auditory Perception
- D. Expression
- E. Ensemble
- F. Communication
- G. Critical Listening

Junior high Chorus studies all aspects of performing with a vocal ensemble. It will provide the skills necessary to remain an independent musician throughout life. All junior high students are welcome to be a part of the vocal music department at Allamakee Junior High. Students expect to be assigned to the Soprano, Alto, Tenor, or Bass section in the choir. Students are expected to perform a wide range of musical literature and to be receptive to personal improvement in their musical skills.

Musicians constantly grow and mature over the course of their life and each person progresses at a completely different and independent rate. Therefore, the vocal music curriculum is a truly individualized curriculum that students progress through at their own rate throughout their years as a member of our ensembles. Therefore, a student is justified in taking this course each year of their two years at Allamakee Junior High in order to work toward the goal of becoming an independent musician. Many students will not reach their full potential during this time, and that is why the curriculum is based on creating individualized musicians who will continue to progress throughout their lives.

The class meets three times in a six-day cycle. The course includes various concerts that are outside of the school day and are required as a part of the class grade. The dates for these concerts are given out at the beginning of each school year. This way students can plan schedules accordingly.

Required Activities include:

- 1. Four Concerts
 - a. October
 - b. Winter
 - c. Late Winter/Early Spring
 - d. Spring

There are also many other supplemental activities included to help advance the students independent musicianship which include:

- 1. Chamber Choir
- 2. Opus Honor Choir
- 3. NE Iowa Honor Choir
- 4. EC Iowa Honor Choir
- 5. Viterbo Music Department Performance
 - a. Ninth Grade- Opera
 - b. Eighth Grade- Show Choir/Talent Show
- 6. Local Nursing Home Performances

7. Caroling throughout local businesses
8. Ninth grade- Solo/Ensemble Contest

GOALS

1. To create an atmosphere of acceptance and affirmation where the youth will find musical challenge, safety, and a sense of unity and belonging.
2. Instill pride in the student's voice.
3. To build aural skills by singing in both major and minor scales including steps and leaps using solfege syllables.
4. To continue to build good/healthy vocal production based on proper breathing, posture, breath support, vowel formation, and vowel placement.
5. Develop each individual's singing voice within their own limitations.
6. To carefully listen to adolescent boys voices, check ranges, and explain the voice change process to them individually and in small groups so they will understand what is happening and be less frustrated with the process.
7. To choose and teach repertoire which meets the following criteria:
 - a. Choral music in 2, 3, and 4 parts suitable for the enrolled singers.
 - b. Music representing a variety of styles, genres, and historical periods each choir year.
8. To provide an opportunity to experience staging and choreography.
9. To provide an opportunity to see more experienced groups giving equality performances.
10. Strive for continued excellence in choral music.
11. Use the music as a tool- do not use rote singing.
12. Bring recognition to Waukon and it's arts community.
13. Prepare students to success in the high school performing groups.

GENERAL OBJECTIVES:

The students will be expected to learn their choral parts and perform them with the choir. The students will be expected to improve on the knowledge and skills they already have acquired.

COURSE OBJECTIVES:

Objectives for chorus students have been based on the National Standards in Music. Measurable statements about student expectations appear in italics as modifications to the National Standards.

I. Each student will develop proper vocal technique.

1. Work toward optimum individualized vocal tone. (1, 2, 3, 7, 8)
2. Know and be able to use proper singing posture. (1, 8)
3. Know and be able to use proper breathing techniques. (1, 2, 8)
4. Be able to recognize and produce proper intonation. (1, 2, 8)
5. Know and be able to use proper diction. (1, 2, 8)
6. Know and be able to use rehearsal etiquette. (1, 2, 8)

II. Posses written and performing knowledge of basic musical symbols. (1, 2)

1. Be able to read and understand dynamic markings.
2. Be able to read and understand duration, rhythm, and tempo including rests and notes.
3. Be able to read and understand miscellaneous musical markings.
4. Be able to read and understand key signatures and tone centers.

III. Be able to meet performance expectations.

1. Be able to perform for expressiveness. (1, 2, 3, 4, 6, 7, 8)
2. Be able to equate physical performance with aural performance. (1, 2)
3. Be able to perform with balance and blend. (1, 2, 3, 8)
4. Be able to perform for phrasing. (1, 2, 3, 8)
5. Be able to perform for technique. (1, 2, 3, 8)
6. Know and be able to use performance etiquette with a group. (1, 2, 6, 7)
7. Be able to respond to conducting.

IV. Work toward the skills to be a life-long, independent musician.

1. Be able to be independent in selection, rehearsal, and performance of music. (1, 2, 3, 4, 5, 6, 7, 8)
2. Be able and willing to use music for community service. (6)
3. Be able and willing to be a discriminating listener. (1, 2, 3, 4, 5, 6, 7, 8)

Student Expectations:

1. Be present and on time for rehearsals.
2. Come prepared with music and a pencil.
3. Respect Others and Facilities.
4. Positively participate in rehearsals.
5. Learn to perform individual vocal part capably.
6. Attend all required performances.
7. Follow Rehearsal behavior Guidelines as follows:
 - a. Respect others by being an active listener when they have the floor for discussion.
 - b. Exhibit appropriate posture for good singing.
 - c. No gum chewing in the rehearsal.
 - d. When in choir, focus 100% of your thoughts on choir.

Evaluation:

A student is evaluated based on the following:

1. The student's classroom participation including adherence to the stated expectations and junior high choral guidelines.
2. Attendance at required performances.
3. Individual sight singing tests, vocabulary tests, and choir evaluation projects.
4. Vice Care Instruction and reflection/Posture/Technique
5. Elements of Reading Music
6. Produces Accurate Pitches
7. Performs with Musical Sensitivity
8. Demonstrates Ability to read music
9. Improve Musical Knowledge and Skill

10. Recognizes his/her musical abilities
11. Values music personal expression

Grades

100-94	A
93-90	B
89-90	B+
84-88	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-70	D+
64-67	D
60-63	D-
59 and under	F

Standards and Benchmarks for the high school vocal music department are based on the National Standards of Music Education.

VOCAL MUSIC (9-12)

Introduction:

- JV Choir meets daily for 43 minutes.
- Concert Choir meets daily over the lunch mod schedule. Women have sectional, then men have sectional, and we meet mixed during C mod.

Time Schedule: Year-Long Course

Materials:

- Complete Choral Library of Music for Treble Choir, Bass Choir, and Mixed Choir
- Bruce Phelps Sight Reading Manual
- Experiencing Choral Music Sight-Singing
- Warm-ups and Work-outs for the Developing Choir, Jensen Publications
- Successful Warm-ups, Book One, Nancy Telfer
- The Complete Choral Warm-Up Book, Russell Robinson and Jay Althouse
- Sight-Singing Reproducible Catalogue, Masterworks Press
- Piano
- Music Folders
- Storage for folders and music
- Stereo Recording and Playback equipment
- School computer lab equipped with Alfred's Essentials of Music Theory

COURSE OUTLINE

The mission of this group is to give students an exceptional choral music instruction and performance opportunities that foster creativity, personal expression, and growth. Using a balanced variety of music,

the program trains each student in the following vocal skills:

- Tone Production
- Music Literacy
- Auditory Perception
- Expression
- Ensemble Building
- Communication
- Critical Listening

High School Choir studies all aspects of performing with a vocal ensemble. It will provide the skills necessary to remain an independent musician throughout life. All students are welcome to be a part of the vocal music department at Waukon Senior High. Students expect to be assigned to the Soprano, Alto, Tenor, or Bass section in the choir. Students are expected to perform a wide range of musical literature and to be receptive to personal improvement in their musical skills.

Musicians constantly grow and mature over the course of their life and each person progresses at a completely different and independent rate. Therefore, the vocal music curriculum is a truly individualized curriculum that students progress through at their own rate throughout their years as a member of our ensembles. Therefore, a student is justified in taking this course each year of their four years at Waukon Senior High in order to work toward the goal of becoming an independent musician. Many students will not reach their full potential during this time, and that is why the curriculum is based on creating individualized musicians who will continue to progress throughout their lives.

The class meets daily. The course includes various concerts that are outside of the school day and are required as a part of the class grade. The dates for these concerts are given out at the beginning of each school year. Students can plan schedules accordingly.

Required Activities include:

1. Four Concerts
 - a. October
 - b. Winter
 - c. Late Winter/Early Spring
 - d. Spring
2. Church Tour (alternate assignment will be given in the case of choosing not to participate.)
3. Large Group Contest
4. Graduation

There are also many other supplemental activities included to help advance the students independent musicianship which include:

- Chamber Choirs (Vivace, Colla Voce, Mixed Chamber Choir)
- Opus Honor Choir (Freshman)

UNI Voal Arts Festival
Dorian Honor Choir
All State Choir
Musical
Holiday Parade
Opera Iowa
Secretary's Day
Northgate Volunteer Brunch
NE Iowa Conference Honor Choir
Wartburg Meistersingers Camp
Local Nursing Home Performances throughout the year
Caroling throughout local businesses/Nursing Homes
Solo/Ensemble Contest
Chanhassen
New York

GOALS

- To create an atmosphere of acceptance and affirmation where the students will find musical challenge, safety, and a sense of unity and belonging.
- Instill pride in the student's voice.
- To build aural skills by singing in both major and minor scales including steps and leaps using solfege syllables.
- To continue to build good/healthy vocal production based on proper breathing, posture, breath support, vowel formation, and vowel placement.
- Develop each individual's singing voice within their own limitations.
- To carefully listen to adolescent boy's voices, check ranges, and explain the voice change process to them individually and in small groups so they will understand what is happening and be less frustrated with the process.
- To choose and teach repertoire which meets the following criteria:
 - Choral music in 2, 3, and 4 parts suitable for the enrolled singers.
 - Music representing a variety of styles, genres, and historical periods each choir year.
- To provide an opportunity to see more experienced groups giving quality performances.
- Strive for continued excellence in choral music.
- Use the music as a tool- do not use rote singing.
- Bring recognition to Waukon and it's arts community.
- Prepare students to success in future performing groups.

GENERAL OBJECTIVES:

The students will be expected to learn their choral parts and perform them with the choir. The students will be expected to improve on the knowledge and skills they already have acquired.

COURSE OBJECTIVES:

Objectives for chorus students have been based on the National Standards in Music. Measurable statements about student expectations appear in (parenthesis) as modifications to the National Standards.

National Standards of Music Education

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

I. Each student will develop proper vocal technique.

- Work toward optimum individualized vocal tone. (1, 2, 3, 7, 8)
- Know and be able to use proper singing posture. (1, 8)
- Know and be able to use proper breathing techniques. (1, 2, 8)
- Be able to recognize and produce proper intonation. (1, 2, 8)
- Know and be able to use proper diction. (1, 2, 8)
- Know and be able to use rehearsal etiquette. (1, 2, 8)

II. Posses written and performing knowledge of basic musical symbols. (1, 2)

- Be able to read and understand dynamic markings.
- Be able to read and understand duration, rhythm, and tempo including rests and notes.
- Be able to read and understand miscellaneous musical markings.
- Be able to read and understand key signatures and tone centers.

III. Be able to meet performance expectations.

- Be able to perform for expressiveness. (1, 2, 3, 4, 6, 7, 8)
- Be able to equate physical performance with aural performance. (1, 2)
- Be able to perform with balance and blend. (1, 2, 3, 8)
- Be able to perform for phrasing. (1, 2, 3, 8)
- Be able to perform for technique. (1, 2, 3, 8)
- Know and be able to use performance etiquette with a group. (1, 2, 6, 7)
- Be able to respond to conducting.

IV. Work toward the skills to be a life-long, independent musician.

- Be able to be independent in selection, rehearsal, and performance of music. (1, 2, 3, 4, 5, 6, 7, 8)
- Be able and willing to use music for community service. (6)
- Be able and willing to be a discriminating listener. (1, 2, 3, 4, 5, 6, 7, 8)

Student Expectations:

- Be present and on time for rehearsals.
- Come prepared with music and a pencil.
- Respect Others and Facilities.
- Positively participate in rehearsals.
- Learn to perform individual vocal part capably.
- Attend all required performances.
- Follow Rehearsal behavior Guidelines as follows:
 - a. Respect others by being an active listener when they have the floor for discussion.
 - b. Exhibit appropriate posture for good singing.
 - c. No gum chewing in the rehearsal.
 - d. When in choir, focus 100% of your thoughts on choir.

Evaluation:

A student is evaluated based on the following:

- The student's classroom participation including adherence to the stated expectations and junior high choral guidelines.
- Attendance at required performances.
- Attendance at lessons.
- Individual sight singing tests, vocabulary tests, and choir evaluation projects.
- Vice Care Instruction and reflection/Posture/Technique
- Elements of Reading Music
- Produces Accurate Pitches
- Performs with Musical Sensitivity
- Demonstrates Ability to read music
- Improve Musical Knowledge and Skill
- Recognizes his/her musical abilities
- Values music personal expression

Grades

100-94	A
93-90	A-
88-89	B+
84-88	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
59 and under	F