

# Raymond Central JH General Music Curriculum

## Strand 3 Improvising melodies, variation, and accompaniments

- Students will improvise simple harmonic accompaniments
- Students will improvise melodic embellishments
- Students will improvise short melodies in a consistent style

## Strand 4 Composing and arranging music within specific guidelines

- Students will compose short pieces within specific guidelines
- Students will arrange simple pieces for voices other than those for which the piece was written
- Students will use a variety of traditional sound sources to compose/arrange music

## Strand 5 Reading and Notating Music

- Students will read whole, half, quarter, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, and 6/8 time signatures
- Students will read at sight presented rhythms
- Students will accurately notate aurally presented rhythms
- Students will read at sight unison, 2<sup>nd</sup>, 3<sup>rd</sup>, P4<sup>th</sup> 5<sup>th</sup> and octaves
- Students will identify and use music symbols/terms such as slurs,

staccatos, accents, fermatas, caesuras, tempo markings, and other expressive and dynamic markings

- Students will use Strand notation to record their musical ideas

#### Strand 6 Listening to, analyzing, and describing music

- Students will identify simple musical forms when presented with aural examples
- Students will describe music using appropriate musical terminology
- Students will analyze the various elements in multi-cultural music
- Students will identify the various instruments and voicing found in aural examples of music
- Students will demonstrate knowledge of the basics of meter, rhythms, tonality, intervals, and chords through musical analysis

#### Strand 7 Evaluating music and music performances

- Students will analyze the quality and effectiveness of music performances
- Students will evaluate musical compositions of their own and others
- Students will offer constructive comments on performances and compositions

Strand 8 Understanding relationships between music, the other arts, and disciplines outside the arts

- Students will compare the elements of all arts to find connections/similarities
- Students will relate the elements of music to areas outside the arts
- Students will create visual art based upon listening examples

Strand 9 Understanding music in relation to history and culture

- Students will be able to describe the differences and similarities of different music genres and multi-cultural musical examples
- Students will be able to classify music according to genre, style, and historical period

Strand 10 Personal and Civic Duties

- Students will properly care for classroom equipment
- Students will show respect for all
- Students will strive for self and group improvements

# Raymond Central Junior High Choir Curriculum

Strand 1 Singing, alone and with others, a varied repertoire of music

- Students will sing independently and accurately on pitch in SAB format
- Students will use appropriate dynamics and expression
- Students will sing a varied repertoire of music from different cultures  
(will begin singing in Latin)
- Students will respond to cues from the conductor
- Students will use correct breath support
- Students will sing in both large and small ensembles

Strand 5 Reading and notating music

- Students will read whole, half, quarter, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, and 6/8 time signatures
- Students will read at sight presented rhythms
- Students will accurately notate aurally presented rhythms
- Students will read at sight unison, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> 5<sup>th</sup> and octaves
- Students will read at sign simple melodies
- Students will identify and use music symbols/terms such as slurs, staccatos, accents, fermatas, caesuras, tempo markings, and other expressive and dynamic markings

### Strand 6 Listening to, analyzing, and describing music

- Students will identify simple musical forms when presented with aural examples
- Students will describe music using appropriate musical terminology
- Students will analyze the various elements in multi-cultural music
- Students will identify the various instruments and voicing found in aural examples of music

### Strand 7 Evaluating music and music performances

- Students will evaluate the quality and effectiveness of their own and others' performances
- Students will use musical vocabulary to evaluate performances
- Students will be able to offer suggestions for improvements of a performance based on their observations

### Strand 8 Understanding relationships between music, the other arts, and disciplines outside the arts

- Students will compare the elements of all arts to find connections/similarities

- Students will relate the elements of music to areas outside the arts

#### Strand 9 Understanding music in relation to history and culture

- Students will be able to describe the differences and similarities of different music genres and multi-cultural musical examples
- Students will be able to classify music according to genre, style, and historical period

#### Strand 10 Personal and Civic Duties

- Students will properly care for classroom equipment
- Students will actively participate in rehearsals
- Students will participate in concerts
- Students will show respect for all
- Students will strive for self and group improvements

## JH Band Curriculum

### Strand One- Sing

- Vocalize instrumental part
- Sing simple melodies with limited ranges

### Strand Two- Play a musical instrument

- Demonstrate basic procedures for keeping the instrument in good playing condition
- Demonstrate effective hand position for ease and accuracy of fingering or sticking
- Percussion- use proper grip/playing position for all percussion instruments including maracas, claves, wood block, temple blocks, and cowbell.
- Recognize and produce characteristic tone quality
- Demonstrating increasing ability to adjust the instrument to a given pitch
- Develop an awareness of any variation in one's own intonation while playing
- Develop the ability to correct variations in intonation
- Demonstrate an even tone while varying the dynamic level in scale and arpeggio patterns and in repertoire
- Produce an even, sustained tone while playing single long notes for twelve or more seconds.
- Percussion- Demonstrate production of even, sustained sounds while rolling long notes
- Percussion- Recognize and produce appropriate tone quality for each instrument studied
- Play all pitches within the prescribed range
- Perform one octave scales in the following concert keys: B flat, E flat, F, A flat, C major, G, and C minor
- Perform a one octave chromatic scale
- WW/Brass- use alternate fingerings/positions appropriately in exercises
- Demonstrate the use of staccato, tenuto, and legato articulations
- Brass: Expand the range of lip slurs
- Trombone: Develop legato tonguing and slide slurs
- Demonstrate proper technique when playing all percussion instruments

- Demonstrate the ability to perform independent on multiple percussion instruments concurrently
- Snare drum- identify and play rudiments: long roll, syncopated nine stroke roll, double paradiddle, drag, single drag tap, flamacue, seven stroke roll
- Timpani- Demonstrate dampening
- Respond appropriately to cues from the conductor

#### Strand Three/Four- Improvise and Compose

- Draw the notes, rests, and musical symbols previously introduced
- Complete a given melody by filling in the missing notes
- Compose an ending to a given melody
- Compose rhythm patterns

#### Strand Five- Note Reading

- Count and perform rhythm patterns combining various notes and rests
- Sightread rhythms
- Define and perform in cut time, 3/8, and 6/8 time signatures
- Recognize and name major keys associated with key signature
- Perform rhythm patterns incorporating syncopation
- Replicate the one-beat, two-beat, three-beat, four-beat, and six-beat conducting patterns
- Define and perform various symbols and terms: syncopation, interval, D.S. al Fine, enharmonic, staccato, tenuto, legato, alla breve (cut time), major chord, minor chord, D.C. al Coda, Coda
- Define and perform tempo markings: Allegretto, Maestoso, accelerando

#### Strand Six/Seven- Listen and Evaluate

- Evaluate quality of own and other's performances
- Identifies aurally the instrument providing the melody
- Define and recognize the theme in compositions
- Define and recognize a countermelody
- Define and recognize textural concepts: monophony and polyphony, melody and accompaniment
- Recognize repetition in compositions
- Recognize aspects of form as they occur in repertoire
- Identify and play phrasing showing an awareness of meter and form
- Identify rhythm patterns aurally

- Recognize major, natural minor, and harmonic minor scales
- Recognize major and minor chords

#### Strand Eight/Nine- Connections and History

- Awareness of musical careers
- Awareness of music in other cultures/countries
- Awareness of how music is used in our lives
- Awareness of different genres
- Listens to music from diverse cultures
- Demonstrate knowledge of American music and composers
- Demonstrate knowledge of musical purposes across different cultures and settings
- Discusses the relationship of events and movements in history to the music of the time period
- Understands the periods of musical history

#### Strand Ten- Personal and Civic Duties

- Responsibility
  - Takes care of classroom equipment
  - Participate in class/concerts
- Respectful
  - Listen while others sing, talk, perform
  - Show respect and concern for others
- Honest
  - Tell the truth
  - Admit mistakes/accept consequences
- Courageous
  - Take pride in what you do
  - Take a chance at solos, small groups
- Cooperative
  - Work well with others
  - Respond to live performances appropriately
- Perseverance
  - Never give up
  - Practice until the music is learned
  - Do quality work w/o expecting extrinsic reward