

MONROE COUNTY COMMUNITY SCHOOL CORPORATION
CURRICULUM GUIDE

**GENERAL MUSIC
KINDERGARTEN**

**PROFICIENCY 1: STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN
MUSIC, HISTORY, AND CULTURE**

1.K.1 Perform music of America and other cultures from various time periods

**PROFICIENCY 2: STUDENTS WILL DEVELOP THE KNOWLEDGE AND SKILLS
NEEDED TO PERFORM AND/OR READ MUSIC**

Rhythm

2.K.1 Develop the ability to keep a steady beat through movement, body percussion, playing instruments, chanting, and singing

2.K.2 Distinguish between the rhythm of the words and the steady beat

2.K.3 Identify long and short sounds through icons and traditional notation of quarter notes (ta) (), quarter rests () and barred eighth notes (ti-ti) ()

2.K.4 Echo, read, and perform simple rhythm patterns using the above notation

Pitch

2.K.5 Identify the melody as the tune

2.K.6 Identify high, low, ascending, and descending

2.K.7 Echo and sing simple melodic patterns

PROFICIENCY 3: STUDENTS WILL RESPOND TO MUSIC EMOTIONALLY, VALUING ITS IMPORTANCE IN LIFE

3.K.1 Participate in music activities

3.K.2 Respond with movement to the expressive quality of music

3.K.3 Discuss and demonstrate appropriate audience behavior for various musical events

PROFICIENCY 4: STUDENTS WILL RESPOND TO MUSIC INTELLECTUALLY THROUGH DESCRIPTION, ANALYSIS, INTERPRETATION, IMPROVISATION, AND EVALUATION

Dynamics

4.K.1 Identify loud and soft sounds

Tone Color

4.K.2 Identify classroom instruments (pitched and unpitched)

4.K.3 Use voice in a variety of ways (talk, whisper, sing, call)

4.K.4 Identify and use body percussion (stamp, clap, patch, snap)

Tempo

4.K.5 Recognize the difference between fast and slow

Texture

4.K.6 Recognize melody

4.K.7 Recognize the difference between accompanied and unaccompanied melody

Form/Structure

4.K.8 Improve songs to tell stories

4.K.9 Improve call and response

Style

4.K.10 Respond to or interpret different styles of music

**PROFICIENCY 5: STUDENTS WILL RECOGNIZE AND KNOW ABOUT THE SKILLS
NEEDED TO PURSUE CAREERS IN MUSIC**

5.K.1 Know that a musician performs and/or creates music

5.K.2 Identify those at school or home who perform music

MONROE COUNTY COMMUNITY SCHOOL CORPORATION
CURRICULUM GUIDE

**GENERAL MUSIC
GRADE 1**

PROFICIENCY 1: STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN MUSIC, HISTORY, AND CULTURE

- 1.1.1 Recognize the differences in music from various cultures
- 1.1.2 Introduce music from various cultures, times, and places, by listening, describing, moving, singing, and playing instruments
- 1.1.3 Move in a style appropriate to the music

PROFICIENCY 2: STUDENTS WILL DEVELOP THE KNOWLEDGE AND SKILLS NEEDED TO PERFORM AND/OR READ MUSIC

Rhythm

- 2.1.1 Identify, play, and move to a steady beat in duple/triple beat patterns
- 2.1.2 Perform the rhythm of the words versus the steady beat
- 2.1.3 Identify, perform, and create music using traditional notation of half notes (ta-a or toh) (), quarter notes (ta) (), quarter rests () and barred eighth notes (ti-ti) ()
- 2.1.4 Echo, read, and perform simple rhythm patterns using the above notation and beat groupings

Pitch

- 2.1.5 Identify high, middle, low, steps, skips, same, different
- 2.1.6 Echo and sing simple melodic patterns (optional solfege)

2.1.7 Introduce line and space notes on a five line staff

**PROFICIENCY 3: STUDENTS WILL RESPOND TO MUSIC EMOTIONALLY,
VALUING ITS IMPORTANCE IN LIFE**

3.1.1 Express personal ideas and feelings about music

3.1.2 Discuss and demonstrate appropriate audience behavior for various musical events

**PROFICIENCY 4: STUDENTS WILL RESPOND TO MUSIC INTELLECTUALLY
THROUGH DESCRIPTION, ANALYSIS, INTERPRETATION,
IMPROVISATION, AND EVALUATION**

Dynamics

4.1.1 Practice identifying loud and soft sounds

4.1.2 Practice identifying crescendo and decrescendo (getting louder and softer)

Tone Color

4.1.3 Practice identifying classroom instruments (pitched and unpitched)

4.1.4 Practice using different vocal sounds

4.1.5 Practice body percussion (stamp, clap, patch, snap)

4.1.6 Introduce the four orchestral families

Tempo

4.1.7 Practice music at different speeds (fast, slow)

4.1.8 Practice singing, playing instruments, and moving at different speeds

Texture

- 4.1.9 Practice playing simple accompaniment patterns (one pitch or borduns)
- 4.1.10 Practice identifying accompanied and unaccompanied melody

Form/Structure

- 4.1.11 Practice identifying same and different phrases
- 4.1.12 Practice identifying same/different sections and symbols (AB and ABA)

Style

- 4.1.13 Continue responding to and interpreting different styles of music

PROFICIENCY 5: STUDENTS WILL RECOGNIZE THE SKILLS NEEDED TO PURSUE CAREERS IN MUSIC

- 5.1.1 Understand the role of a performer
- 5.1.2 Understand the role of a composer
- 5.1.3 Identify music careers observed in the community

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**GENERAL MUSIC
GRADE 2**

PROFICIENCY 1: STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN MUSIC, HISTORY, AND CULTURE

- 1.2.1 Identify the unique characteristics of music from various cultures
- 1.2.2 Accompany music from different cultures with a variety of classroom instruments
- 1.2.3 Begin to use traditional music vocabulary when discussing music
- 1.2.4 Move expressively to music in the manner appropriate to various cultures

PROFICIENCY 2: STUDENTS WILL DEVELOP THE KNOWLEDGE AND SKILLS NEEDED TO PERFORM AND/OR READ MUSIC

Rhythm

- 2.2.1 Recognize, play, and move to a steady beat, duple/triple meter, and even/uneven patterns
- 2.2.2 Perform the rhythm of the words versus the steady beat
- 2.2.3 Identify, perform, and create using traditional notation of dotted half notes (ta-a-a) (), half notes (ta-a or toh) (), half rest $\underline{\quad}$, quarter notes (ta) (), quarter rests () and barred eighth notes (ti-ti) ()
- 2.2.4 Echo, read, create, and perform rhythm patterns using the above notation and meters

Pitch

- 2.2.5 Recognize melodic contours aurally and visually

2.2.6 Echo, read, and sing melodies involving steps, skips, and repeated patterns (optional solfege)

2.2.7 Recognize the treble staff

PROFICIENCY 3: STUDENTS WILL RESPOND TO MUSIC EMOTIONALLY, VALUING ITS IMPORTANCE IN LIFE

3.2.1 Discuss and demonstrate appropriate audience behavior for various types of musical event

3.2.2 Verbalize personal opinions about music

PROFICIENCY 4: STUDENTS WILL RESPOND TO MUSIC INTELLECTUALLY THROUGH DESCRIPTION, ANALYSIS, INTERPRETATION, IMPROVISATION, AND EVALUATION

Dynamics

4.2.1 Identify and use crescendo () and decrescendo ()

4.2.2 Identify and use accent marks ()

4.2.3 Identify and use terms and symbols (p – piano, f – forte)

Tone Color

4.2.4 Identify by sight and sound the four families of the orchestra, emphasizing the brass family: trumpet, trombone, French horn, tuba

4.2.5 Differentiate between band and orchestra

4.2.6 Recognize the different qualities of the voice (for example heavy, light)

Tempo

4.2.7 Recognize tempo changes (fast, slow, gradually faster, gradually slower)

4.2.8 Continue to sing, to play instruments, and to move, using a variety of tempi

Texture

4.2.9 Sing songs using simple repeated patterns as accompaniment (ostinato)

4.2.10 Continue to identify accompanied and unaccompanied melody

Form/Structure

4.2.11 Identify the introduction to a composition

4.2.12 Identify the following music symbols: repeat sign (), double bar (), D.C. al fine, Fine, coda, first and second endings (), fermata ()

4.2.13 Identify verse and refrain

4.2.14 Continue to identify same/different sections and symbols AB, ABA, and rondo (ABACA)

Style

4.2.15 Continue responding to or interpreting different styles of music

PROFICIENCY 5: STUDENTS WILL RECOGNIZE THE SKILLS NEEDED TO PURSUE CAREERS IN MUSIC

5.2.1 Discuss the role of a conductor

5.2.2 Identify musical careers observed in the community

5.2.3 Attend a live band performance at the Musical Arts Center

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**GENERAL MUSIC
GRADE 3**

PROFICIENCY 1: STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN MUSIC, HISTORY, AND CULTURE

- 1.3.1 Explore the interdependence of music, history, and culture
- 1.3.2 Develop a respect for the music of various cultures through listening, playing instruments, moving, and singing
- 1.3.3 Begin to recognize and compare musical styles of various historical periods
- 1.3.4 Identify folk instruments from America and other cultures
- 1.3.5 Develop an awareness of the origins of music (oral, composed, etc.)

PROFICIENCY 2: STUDENTS WILL DEVELOP THE KNOWLEDGE AND SKILLS NEEDED TO PERFORM AND/OR READ MUSIC

Rhythm

- 2.3.1 Begin to develop an understanding of time signature
- 2.3.2 Identify, perform and create using traditional notation of dotted half notes (ta-a-a) (toh) (), half notes (ta-a) (), half rest $\frac{1}{2}$, quarter notes (ta) (), quarter rests () barred eighth notes (ti-ti) (), whole notes (ta-a-a-a) (), whole rests (), and syn-co-pa ()
- 2.3.3 Echo, read, create, and perform rhythm patterns using the above notation and meters

Pitch

- 2.3.4 Continue to identify and observe the fermata mark ()

- 2.3.5 Continue the aural and visual recognition of melodic contours
- 2.3.6 Identify the letter names of the treble staff
- 2.3.7 Echo, read, and sing melodies using the treble staff with its intervals

PROFICIENCY 3: STUDENTS WILL RESPOND TO MUSIC EMOTIONALLY, VALUING ITS IMPORTANCE IN LIFE

- 3.3.1 Discuss and demonstrate appropriate audience behavior for various musical performances
- 3.3.2 Express feelings evoked by music from various cultures and historical periods
- 3.3.3 Express through other art forms feelings evoked by music

PROFICIENCY 4: STUDENTS WILL RESPOND TO MUSIC INTELLECTUALLY THROUGH DESCRIPTION, ANALYSIS, INTERPRETATION, IMPROVISATION, AND EVALUATION

Dynamics

- 4.3.1 Continue to recognize and use expressively (f-forte), (p-piano) and identify (ff-fortissimo), (pp-pianissimo)
- 4.3.2 Identify the difference between staccato () and legato ()

Tone Color

- 4.3.3 Begin to distinguish folk instruments from other cultures, including Western folk instruments (for example, guitar, banjo, etc.)
- 4.3.4 Identify the members of the string family (violin, viola, cello, bass, harp) and review the members of the brass family
- 4.3.5 Become aware of different types of keyboard instruments (ex. harpsichord, celeste, pipe organ)

4.3.6 Understand the term tone color

4.3.7 Sing using proper vocal production

Tempo

4.3.8 Identify the term tempo

4.3.9 Identify tempo changes within a composition

Texture

4.3.10 Identify and use one and two chord accompaniments

4.3.11 Recognize melody alone vs. melody with chordal accompaniments/ostinato

4.3.12 Play Orff accompaniments such as level and crossover borduns, I-V accompaniments, and layered ostinatos

4.3.13 Sing rounds, canons, and partner songs

4.3.14 Perform vocal and instrumental ostinatos

4.3.15 Identify solo and chorus

Form/Structure

4.3.16 Identify and perform call and response

4.3.17 Continue identifying AB, ABA, AABA, rondo (ABACA) form

Style

4.3.18 Continue singing, listening, and dancing to music of different cultures including American music

4.3.19 Listen to music that emphasizes the string family

**PROFICIENCY 5: STUDENTS WILL RECOGNIZE AND KNOW ABOUT THE SKILLS
NEEDED TO PURSUE CAREERS IN MUSIC**

- 5.3.1 Define various types of professional musicians including soloist, ensemble member, orchestral member, band member, choir member, folk performer, etc.

- 5.3.2 Identify musical careers observed throughout the city

- 5.3.3 Attend a live dance performance at the Musical Arts Center

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**GENERAL MUSIC
GRADE 4**

PROFICIENCY 1: STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN MUSIC, HISTORY, AND CULTURE

- 1.4.1 Study the interdependence of music, history, and culture in Indiana
- 1.4.2 Recognize, through listening, playing instruments, moving, and singing, how various ethnic cultures (native American, French, British, German, etc.) contributed musically to the heritage of Indiana
- 1.4.3 Compare and contrast musical styles/forms (including opera) of various historical periods
- 1.4.4 Identify folk instruments from pioneer America and other cultures of the same period
- 1.4.5 Develop an awareness of the origins of Indiana music (oral, composed, etc.)

PROFICIENCY 2: STUDENTS WILL DEVELOP THE KNOWLEDGE AND SKILLS NEEDED TO PERFORM AND/OR READ MUSIC

Rhythm

- 2.4.1 Extend understanding of time signature and recognize that $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ and $\frac{2}{2}$ are shown as
 - $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{6}{8}$
 - $\frac{4}{4}$ $\frac{4}{4}$ $\frac{4}{4}$ $\frac{8}{8}$
- 2.4.2 Identify, perform, and create using traditional notation of dotted half notes (ta-a-a) (), half notes (ta-a) (), half rest (), quarter notes (ta) (), quarter rests () barred eighth notes (ti-ti) (), whole notes (ta-a-a-a) (), whole rests (), sixteenth notes (), triplets (), dotted quarters/eighths (), and eighth () and sixteenth note rests ()
- 2.4.3 Continue to echo, read, create, and perform rhythm patterns using the above notation and meters

Pitch

- 2.4.4 Continue the aural/visual recognition of melodic contour
- 2.4.5 Continue to identify the letter names of the treble staff
- 2.4.6 Echo, read, and sing melodies using the treble staff with its intervals

PROFICIENCY 3: STUDENTS WILL RESPOND TO MUSIC EMOTIONALLY, VALUING ITS IMPORTANCE IN LIFE

- 3.4.1 Discuss and demonstrate appropriate audience behavior for various musical events
- 3.4.2 Express opinions, ideas, and feelings about music selections from various cultures and historical periods, including Indiana history
- 3.4.3 Express opinions and responses about selected examples of opera

PROFICIENCY 4: STUDENTS WILL RESPOND TO MUSIC INTELLECTUALLY THROUGH DESCRIPTION, ANALYSIS, INTERPRETATION, IMPROVISATION, AND EVALUATION

Dynamics

- 4.4.1 Continue using the symbols (f-forte, ff-fortissimo, p-piano, pp-pianissimo,) and identify (mf-mezzo forte and mp-mezzo piano)

Tone Color

- 4.4.2 Learn to play the soprano recorder
- 4.4.3 Identify the names of the Orff instruments
- 4.4.4 Identify, by sight and sound, all common orchestral instruments and emphasize the woodwind instruments: clarinet, saxophone, flute, piccolo, oboe, English horn, and bassoon
- 4.4.5 Practice singing in tune and using proper breath support

Tempo

4.4.6 Identify and use accelerando and ritardando

4.4.7 Identify lento, allegro, and presto

Texture

4.4.8 Play a two or three chord accompaniment

4.4.9 Use a two staff system for singing and playing in two parts

4.4.10 Perform counter melodies, descants, partner songs, and canon (three-six parts)

4.4.11 Continue playing Orff instruments using accompaniments that include several patterns

Form/Structure

4.4.12 Identify the theme and variation form

Style

4.4.13 Continue listening to and singing music of different cultures

4.4.14 Sing and hear folk and composed songs of Indiana

PROFICIENCY 5: STUDENTS WILL RECOGNIZE AND KNOW ABOUT THE SKILLS NEEDED TO PURSUE CAREERS IN MUSIC

5.4.1 Define the skills needed to compose music

5.4.2 Discuss careers that are related to music (stage director, set designer, recording engineer, disc jockey, etc.)

5.4.3 Attend a live opera demonstration at the Musical Arts Center

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GENERAL MUSIC
GRADE 5

PROFICIENCY 1: STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN MUSIC, HISTORY, AND CULTURE

- 1.5.1 Demonstrate the interdependence of music, history, and culture in the growth of the United States
- 1.5.2 Recognize, through listening, playing instruments, moving, and singing, the music related to American history
- 1.5.3 Compare and contrast musical styles/forms of various historical periods in the United States and around the world
- 1.5.4 Develop an awareness of the origins of musical theatre, jazz, and other music that evolved in the United States

PROFICIENCY 2: STUDENTS WILL DEVELOP THE KNOWLEDGE AND SKILLS NEEDED TO PERFORM AND/OR READ MUSIC

Rhythm

- 2.5.1 Extend knowledge of time signatures to include cut time () and common time ()
- 2.5.2 Extend ability to identify, perform, and create using traditional notation of dotted half notes, half notes, half rest, quarter notes, quarter rests, barred eighth notes, whole notes, whole rests, sixteenth notes, triplets, dotted quarters/eighths, eighth note rests, and sixteenth note rests
- 2.5.3 Continue to echo, read, create, and perform rhythm patterns using the above notation and meters

Pitch

- 2.5.4 Continue the aural and visual recognition of melodic contours

- 2.5.5 Improve the ability to identify the letter names of the treble staff
- 2.5.6 Echo, read, and sing melodies using the treble staff with its intervals
- 2.5.7 Begin to identify key signatures of C, F, and G
- 2.5.8 Begin to identify I, IV, and V chords

PROFICIENCY 3: STUDENTS WILL RESPOND TO MUSIC EMOTIONALLY, VALUING ITS IMPORTANCE IN LIFE

- 3.5.1 Discuss and demonstrate appropriate audience behavior at various musical performances
- 3.5.2 Verbalize opinions and responses to compositions from various musical periods including those in American history

PROFICIENCY 4: STUDENTS WILL RESPOND TO MUSIC INTELLECTUALLY THROUGH DESCRIPTION, ANALYSIS, INTERPRETATION, IMPROVISATION, AND EVALUATION

- 4.5.1 Identify orchestral instruments from early America and other cultures of the time

Dynamics

- 4.5.2 Identify dynamic markings in order from very soft to very loud pp p mp mf f ff crescendo and decrescendo
- 4.5.3 Identify staccato and legato markings

Tone Color

- 4.5.4 Identify pitched and unpitched percussion instruments
- 4.5.5 Practice singing in tune using a clear, free tone, and correct breath support
- 4.5.6 Aurally recognize vocal categories soprano, alto, tenor, and bass voices

Tempo

4.5.7 Practice identifying tempo markings such as largo, lento, andante, allegro, and presto

Texture

4.5.8 Continue to use two-staff systems for singing in two parts

4.5.9 Introduce third staff in preparation for bass clef (cambiata singing)

4.5.10 Identify texture as thick and thin

4.5.11 Play a two or three chord accompaniment in the keys of C, F, and G major

4.5.12 Practice playing and singing in parallel thirds

4.5.13 Use Orff instruments to play chord accompaniments and bordun

Form/Structure

4.5.14 Practice identifying the march form

4.5.15 Continue identifying AB, ABA, AABA, Rondo (ABACA), theme and variation

4.5.16 Identify aurally the subject of a simple fugue

4.5.17 Practice singing and playing with indicated phrasing

Style

4.5.18 Sing, hear, and play music related to American history

4.5.19 Introduce American musical theater

4.5.20 Study orchestral music of various historical periods

**PROFICIENCY 5: STUDENTS WILL RECOGNIZE AND KNOW ABOUT THE SKILLS
NEEDED TO PURSUE CAREERS IN MUSIC**

5.5.1 Discuss various ways arrangers can modify a song

5.5.2 Identify the way a librettist composes words for songs

5.5.3 Continue to explore musical careers and careers related to music available throughout
the United States

5.5.4 Attend a live orchestra concert at the Musical Arts Center

5.5.5 Opportunity to participate in the MCCSC strings program

MONROE COUNTY COMMUNITY SCHOOL CORPORATION
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GENERAL MUSIC
GRADE 6

PROFICIENCY 1: STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN MUSIC, HISTORY, AND CULTURE

- 1.6.1 Examine the relationship of music with history and culture around the world
- 1.6.2 Recognize, through listening, playing instruments, moving, and singing music from various western cultures
- 1.6.3 Compare and contrast musical styles, forms, and genres including American popular music
- 1.6.4 Demonstrate an awareness of the origins of music that evolved in western culture

PROFICIENCY 2: STUDENTS WILL DEVELOP THE KNOWLEDGE AND SKILLS NEEDED TO PERFORM AND/OR READ MUSIC

Rhythm

- 2.6.1 Continue to extend knowledge of meter signatures to include unusual meters
- 2.6.2 Extend ability to identify, perform, and create using traditional notation of dotted half notes (ta-a-a), half notes (ta-a), half rest $\underline{\quad}$, quarter notes (ta), quarter rests (Z) barred eighth notes (ti-ti), whole notes (ta-a-a-a) whole rests, sixteenth notes, triplets, dotted quarters/eighths, teem-ri, ri-teem, ti-tiri, and tiri-ti, and eighth and sixteenth note rests
- 2.6.3 Continue to echo, read, create, and perform rhythm patterns using the above notation and meters

Pitch

- 2.6.4 Introduce scale construction
- 2.6.5 Continue to improve ability to identify treble staff by letter names

2.6.6 Echo, read, and sing melodies using the treble staff with its intervals (whole and half steps)

2.6.7 Continue to identify key signatures C, F, G, B flat, and D

PROFICIENCY 3: STUDENTS WILL RESPOND TO MUSIC EMOTIONALLY, VALUING ITS IMPORTANCE IN LIFE

3.6.1 Describe and demonstrate appropriate audience behavior at various musical performances

3.6.2 Demonstrate an awareness of the relationship between music and other art forms

3.6.3 Discuss feelings evoked by music of various world cultures

PROFICIENCY 4: STUDENTS WILL RESPOND TO MUSIC INTELLECTUALLY THROUGH DESCRIPTION, ANALYSIS, INTERPRETATION, IMPROVISATION, AND EVALUATION

Dynamics

4.6.1 Practice identifying and using the accent () and known dynamic markings: p pp mp mf ff, etc.

Tone Color

4.6.2 Identify features of keyboard instruments: piano, harpsichord, pipe organ, synthesizer, and other keyboard instruments

4.6.3 Identify visually and aurally country, pop, rock, electronic, and ethnic instruments

4.6.4 Classify voice types into soprano, alto, tenor, bass, and changing voice

4.6.5 Identify and practice using the essentials of good choral singing

Tempo

- 4.6.6 Practice naming the tempos in listening selections
- 4.6.7 Observe tempo indications in the performing of music

Texture

- 4.6.8 Practice identifying texture as simple or complex
- 4.6.9 Introduce monophonic, homophonic, and polyphonic
- 4.6.10 Play three and four chord accompaniments using Orff instruments, autoharps, guitars, keyboards, and handchimes
- 4.6.11 Practice playing and singing simple two and three part songs
- 4.6.12 Continue playing Orff accompaniments with layered patterns

Form/Structure

- 4.6.13 Practice identifying the following forms of music: ABA, AB, theme and variations, fugue, rondo, sonata-allegro, 12-bar blues
- 4.6.14 Identify the term motif and recognize motifs in existing compositions
- 4.6.15 Create motifs for original compositions
- 4.6.16 Explore examples of different choral styles

Style

- 4.6.17 Trace the development of American pop music from the 1900's to the present
- 4.6.18 Study music of various historical periods including the Renaissance, Baroque, Classical, Romantic, and Contemporary Periods

4.6.19 Compare and contrast music of various world cultures through singing, dancing, and playing

4.6.20 Listen to examples of the musical theater and opera

PROFICIENCY 5: STUDENTS WILL RECOGNIZE AND KNOW ABOUT THE SKILLS NEEDED TO PURSUE CAREERS IN MUSIC

5.6.1 Explore avenues in music in which people might be employed

5.6.2 Determine the background, skills, aptitude, and other requirements needed for selected careers in music

5.6.3 Experience conversations or interactions with professional musicians

5.6.4 Attend a live jazz concert at the Musical Arts Center