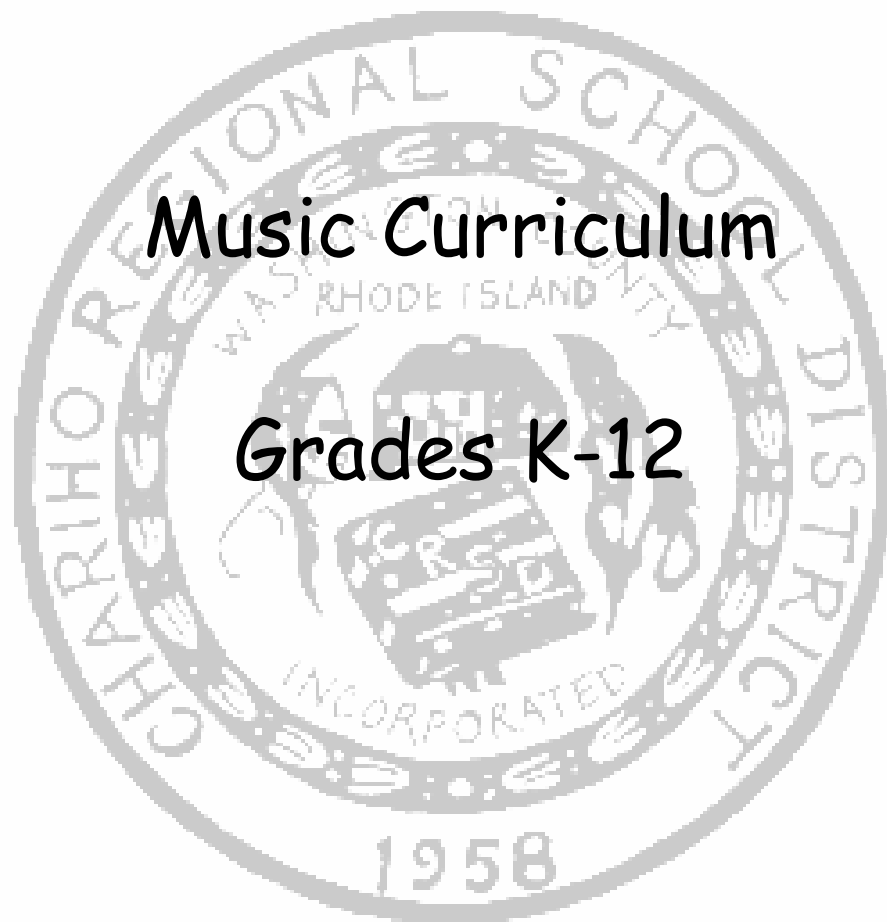


Chariho Regional School District



Music Curriculum

Grades K-12

November 10, 2009

**Chariho Regional School District
Music Curriculum
Grades K-12**

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Music Education Task Force

Membership

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.



Introduction

The Chariho Regional School District music program is being revised to reflect national music standards. This document will ensure that there is continuity across grade levels and that teaching practice is reflective of best thinking in the field. Our curriculum will be performance-based and will emphasize a hands-on approach to music education.



District Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

District Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

District Beliefs

We believe that high academic standards and research informed decision making are critical...

- All students can learn and meet or exceed rigorous standards.
- All students at every level must be engaged in rigorous and challenging academic experiences.
- Rigorous academic standards are the foundation of this school district.
- Instructional and program decisions must be data-informed and research-based.
- Learning is a continuous lifelong process.
- Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.
- The physical, social, and emotional wellness of every child is necessary for optimum learning.

We believe that the larger community must be fully engaged in the learning process...

- Education is a shared responsibility of students, parents, staff, and the community.
- Students thrive when supported, nurtured, and engaged by the community.
- In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.
- Schools must prepare students to be team members and leaders, community contributors, and productive citizens in a global society.



Report on Knowledge Base for Music Education

Our music programs will encourage students to do more than just listen to music; students will perform and be exposed to many types and styles of music. Our program will emphasize active, hands-on learning and will become more intensive and comprehensive as students move through the grades. Students of music will exercise choice, control, and responsibility for their music. We will use music as a catalyst to encourage deep thinking in other disciplines. Our program will not only help students to evaluate music, but will provide students with the opportunity to have their music evaluated. The special talents of our music students will be nurtured. Students of music will have many opportunities to share their work. They will be exposed to musicians and music in spaces other than the music classroom.



Hallmarks of Excellence for Music

Desirable Features of the Curriculum

MORE

- Realization that music is a relevant entity, ever-changing and growing
- Music as a valid academic study, as well as a vibrant art form
- Music as resource
- Performance of music
- Creation of music through legitimate composition practice, and improvisation
- Exploration of a variety of music forms and styles
- Student input, involvement and responsibility
- Performance-based assessment
- Continuity and frequency of classroom meetings
- Reasonably balanced music classes
- Immersion of music into the culture of the school
- Principal, parent, and staff involvement in the arts

LESS

- Understanding that there is one style of music and it exists in a vacuum
- Music is a frill or extra
- Music as "recess"
- Paperwork
- Memorization
- Study of existing literature
- Emphasis on Western music
- Tasks that require identical products
- Paper and pencil assessment
- Once per week classes that lack continuity
- Overcrowded classes
- Isolated performances
- Passive commitment to the arts



Statement of Educational Goals for Music

The graduate of Chariho High School will display an appreciation and respect for music and musicians. Using the language of music, our students will understand and use the various tools, styles, and forms of the discipline. For those who pursue their musical talents, a deeper understanding and performance proficiency will be attained.



Content/Process Standards for Music Education

The Chariho Regional School District Music Standards for grades K-12 are:

Standard M/1.0: Students will sing, alone and with others, a varied repertoire of music.

Standard M/2.0: Students will perform on instruments, alone and with others, a varied repertoire of music. Students will care for equipment.

Standard M/3.0: Students will improvise melodies, variations, and accompaniments.

Standard M/4.0: Students will compose and arrange music within specific guidelines.

Standard M/5.0: Students will read and notate music.

Standard M/6.0: Students will listen to, analyze, and describe music.

Standard M/7.0: Students will evaluate music and music performances as members of an audience.

Standard M/8.0: Students will understand relationships among music, the other arts, and disciplines outside of the arts.

Standard M/9.0: Students will understand music in relation to history and culture.



Music Standards by Grade and Course

Standard M/1.0: Students will sing, alone and with others, a varied repertoire of music.
Students will demonstrate the ability to:

Kindergarten <ul style="list-style-type: none">• Sing a simple song, alone and with others
Grade One <ul style="list-style-type: none">• Sing a simple song, alone and with others• Produce a high sound and a low sound• Recognize a major scale through singing simple songs
Grade Two <ul style="list-style-type: none">• Sing a song, alone and with others• Produce a high sound and a low sound• Recognize a major scale through singing simple songs• Echo back simple intervals (major, minor, and perfect)
Grade Three <ul style="list-style-type: none">• Sing partner songs and simple rounds• Reproduce solfege syllables. (Solfege=Do, Re, Mi, Fa, Sol, La, Ti, Do)• Correlate solfege syllables with the major scale (Kolady method is strongly recommended)• Sing steps and skips (Kodaly method is strongly recommended)• Sing notes for their correct values (whole, half, quarter and eighth notes)
Grade Four <ul style="list-style-type: none">• Sing partner songs and simple rounds• Reproduce solfege syllables (Solfege= Do, Re, Mi, Fa, Sol, La, Ti, Do)• Correlate solfege syllables with the major scale (Kolady method is strongly recommended)• Sing steps and skips (Kolady method is strongly recommended)



<ul style="list-style-type: none"> • Sing notes for their correct values (whole, half, quarter, eighth notes and dotted notes)
<p>Grade Five</p> <ul style="list-style-type: none"> • Sing partner songs and simple rounds • Reproduce solfege syllables (Solfege= Do, Re, Mi, Fa, Sol, La, Ti, Do) • Correlate solfege syllables with the major scale (Kolady method is strongly recommended) • Sing steps and skips (Kolady method is strongly recommended) • Sing songs with syncopation • Sing notes for their correct values (whole, half, quarter, eighth notes and dotted notes)
<p>Grade Six</p> <ul style="list-style-type: none"> • Sing partner songs and simple rounds • Reproduce solfege syllables (Solfege= Do, Re, Mi, Fa, Sol, La, Ti, Do) • Correlate solfege syllables with the major Scale (Kolady method is strongly recommended) • Sing steps and skips (Kolady method is strongly recommended) • Sing songs with syncopation • Sing notes for their correct values. (whole, half, quarter, eighth notes and dotted notes)
<p>Grade Seven</p> <ul style="list-style-type: none"> • Sing songs in both major and minor keys • Sing songs in tune and discern when they are not • Sing songs with syncopation • Sing notes for their correct values (whole, half, quarter, eighth notes and dotted notes)
<p>Grade Eight</p> <ul style="list-style-type: none"> • Sing songs in both major and minor keys • Sing songs in tune and discern when they are not • Sing songs with syncopation • Sing notes for their correct values (whole, half, quarter, eighth notes and dotted notes)



Standard M/2.0: Students will perform on instruments, alone and with others, a varied repertoire of music.

Students will care for equipment.

Students will demonstrate the ability to:

Kindergarten

- Keep a steady beat at fast and slow tempos (assorted hand drums, congas, cymbals, djembes)
- Play high and low sounds on instruments, such as keyboard and barred percussion (Orff instruments are to be used)
- Play classroom instruments correctly and use them for no other purpose
- Exhibit proper care, technique, and use of each instrument

Grade One

- Keep a steady beat at fast and slow tempos (assorted hand drums, congas, cymbals, djembes)
- Play high and low sounds on instruments, such as keyboard and barred percussion, in duple and triple meter (Orff instruments are to be used)
- Play classroom instruments, such as keyboard and barred percussion, in mixes of loud and soft
- Play classroom instruments correctly and use them for no other purpose
- Exhibit proper care, technique, and use of each instrument

Grade Two

- Keep a steady beat at fast and slow tempos
- Play high and low sounds on instruments, such as keyboard, barred percussion triangles, hand drums, tambourines, cowbells in duple and triple meter
- Play classroom instruments, such as keyboard and barred percussion, in mixes of loud and soft (Orff instruments are to be used)
- Perform a crescendo and decrescendo on an appropriate instrument
- Play classroom instruments correctly and use them for no other purpose
- Exhibit proper care, technique, and use of each instrument

Grade Three

- Keep a steady beat at fast and slow tempos



- Play high and low sounds on instruments, such as keyboard, barred percussion, triangles, hand drums, tambourines, cowbells in duple and triple meter
- Play classroom instruments, such as keyboard and barred percussion, in mixes of loud and soft (Orff instruments are to be used)
- Demonstrate long, short, and silent sounds
- Play simple songs on the Soprano Recorder
- Perform a crescendo and decrescendo on an appropriate instrument
- Play classroom instruments correctly and use them for no other purpose
- Put the instruments away correctly
- Play songs with syncopation
- Play notes for their correct values (whole, half, quarter, eighth notes and dotted notes)
- Exhibit proper care, technique, and use of each instrument

Grade Four

- Keep a steady beat at fast and slow tempos
- Play high and low sounds on instruments, such as keyboard, barred percussion, triangles, hand drums, tambourines, cowbells in duple and triple meter
- Play classroom instruments, such as keyboard and barred percussion, in mixes of loud and soft (Orff instruments are to be used)
- Play simple songs on the Soprano Recorder (Alto recorders may be used at this point)
- Play long, short, and silent sounds
- Perform a crescendo and decrescendo on an appropriate instrument
- Play classroom instruments correctly and use them for no other purpose
- Put the instruments away correctly
- Play songs with syncopation
- Play notes for their correct values (whole, half, quarter, eighth notes and dotted notes)
- Exhibit proper care, technique, and use of each instrument

Grade Five



- Play long, short, and silent sounds
- Play various rhythm figures ostinatos and melodies alone and with small group ensembles
- Play songs with syncopated figures
- Play notes for their correct values (whole, half, quarter, eighth notes and dotted notes)
- Play simple harmonic accompaniments to melodies
- Play simple melodies, rhythms, and harmonies on bell kits, Orff instruments, bongos, congas, Djembes, drum pads and sticks, and various auxiliary instruments
- Exhibit proper care, technique, and use of each instrument

Grade Six

- Play long, short, and silent sounds
- Play various rhythm figures ostinatos and melodies alone and with small group ensembles
- Play songs with syncopated figures
- Play notes for their correct values (whole, half, quarter, eighth notes and dotted notes)
- Play simple harmonic accompaniments to melodies
- Play simple melodies, rhythms, and harmonies on bell kits, Orff instruments, bongos, congas, Djembes, drum pads and sticks, and various auxiliary instruments
- Play major scales and primary chords
- Exhibit proper care, technique, and use of each instrument

Grade Seven

- Play simple right-handed songs on the keyboard
- Play simple left-handed songs on the keyboard
- Play simple two handed songs
- Play simple melodies on three of the six strings of a guitar
- Exhibit proper care, technique, and use of each instrument

Grade Eight

- Play simple right-handed songs on the keyboard
- Play simple left-handed songs on the keyboard



- Play simple two handed songs, including accidentals
- Play and identify primary chords in the key of C on the keyboard
- Play simple melodies on three of the six strings of a guitar
- Play and identify primary chords in the key of G on the guitar
- Exhibit proper care, technique, and use of each instrument

Standard M/3.0: Students will improvise melodies, variations, and accompaniments.
Students will demonstrate the ability to:

Kindergarten

- Improvise a simple pattern on a rhythm instrument

Grade One

- Improvise a simple pattern on a rhythm instrument
- Improvise a basic response to a simple 1 or 2 measure call

Grade Two

- Improvise a simple pattern on a rhythm instrument
- Improvise a basic response to a simple 1 or 2 measure call
- Improvise a simple pattern on a melodic instrument
- Improvise a basic response to a simple 1 or 2 measure call on a melodic instrument

Grade Three

- Improvise a rhythmic ostinato to a simple song
- Improvise a rhythmic variation to a simple song

Grade Four

- Improvise a simple melodic variation and simple embellishments on familiar melodies
- Improvise simple melodic ostinato accompaniments
- Improvise a rhythmic ostinato to a simple song
- Improvise a rhythmic variation to a simple song

Grade Five



<ul style="list-style-type: none"> • Improvise a rhythmic ostinato to a simple song • Improvise a rhythmic variation to a simple song • Improvise a simple melodic variation and simple embellishments on familiar melodies • Improvise simple melodic ostinato accompaniments
<p>Grade Six</p> <ul style="list-style-type: none"> • Improvise within the confines of a specific key or scale • Improvise a rhythmic ostinato to a simple song • Improvise a rhythmic variation to a simple song • Improvise a simple melodic variation and simple embellishments on familiar melodies • Improvise simple melodic ostinato accompaniments
<p>Grade Seven</p> <ul style="list-style-type: none"> • Improvise within the confines of a specific key or scale • Improvise within a key using call and response and theme and development
<p>Grade Eight</p> <ul style="list-style-type: none"> • Improvise within the confines of a specific key or scale • Improvise within a key using call and response and theme and development • Improvise within the blues scale using call and response and theme and development

Standard M/4.0: Students will compose and arrange music within specific guidelines.

Students will demonstrate the ability to:

<p>Kindergarten</p> <ul style="list-style-type: none"> • Add sounds to a story
<p>Grade One</p> <ul style="list-style-type: none"> • Add sounds to a story, poem, or dramatization
<p>Grade Two</p> <ul style="list-style-type: none"> • Add sounds to a story, poem, or dramatization • Add different and more varied sound sources



<p>Grade Three</p> <ul style="list-style-type: none"> • Create sounds for a poem they create
<p>Grade Four</p> <ul style="list-style-type: none"> • Compose simple melodies on the recorder or other melodic instruments, using simple guidelines
<p>Grade Five</p> <ul style="list-style-type: none"> • Compose a short piece, within specific guidelines, demonstrating how elements of music are used to achieve unity and variety • Use current technologies to create and arrange rhythmic, melodic, and harmonic compositions
<p>Grade Six</p> <ul style="list-style-type: none"> • Arrange simple melodies with proper chordal accompaniment • Compose a short piece, within specific guidelines, demonstrating how elements of music are used to achieve unity and variety, tension and release • Use current technologies to create and arrange rhythmic, melodic, and harmonic compositions
<p>Grade Seven</p> <ul style="list-style-type: none"> • Arrange simple melodies with proper chordal accompaniment • Compose a short piece, within specific guidelines, demonstrating how elements of music are used to achieve unity and variety, tension and release and balance • Use current technologies to create and arrange rhythmic, melodic, and harmonic compositions
<p>Grade Eight</p> <ul style="list-style-type: none"> • Compose an appropriate melody to a 12-bar blues form • Use current technologies to create and arrange rhythmic, melodic, and harmonic compositions

Standard M/5.0: Students will read and notate music.

Students will demonstrate the ability to:

<p>Kindergarten</p> <ul style="list-style-type: none"> • Recognize a quarter note and a quarter rest
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Grade One

- Recognize and notate whole notes, half notes, quarter notes and eighth notes
- Recognize and notate whole, half, and quarter rests
- Notate measures in 4/4 time

Grade Two

- Recognize and notate whole notes, half notes, quarter notes, and eighth notes
- Recognize and notate whole, half, and quarter rests
- Notate measures in 4/4 time
- Notate measures in 3/4 time
- Notate measures in 2/4 time
- Notate and recognize repeat dots

Grade Three

- Recognize and notate whole notes, half notes, quarter notes, and eighth notes
- Recognize and notate whole, half, and quarter rests
- Notate measures in 4/4 time
- Notate measures in 3/4 time
- Notate measures in 2/4 time
- Notate and recognize repeat dots
- Notate and recognize the staff, treble clef, bar lines, double bar lines, and fermatas
- Interpret tempo markings (largo, andante, and allegro)
- Interpret 1st and 2nd endings
- Recognize the lines and spaces of the treble clef

Grade Four

- Recognize and notate whole notes, half notes, quarter notes, and eighth notes
- Recognize and notate whole, half, and quarter rests
- Notate measures in 4/4 time
- Notate measures in 3/4 time



- Notate measures in 2/4 time
- Notate and recognize repeat dots
- Notate and recognize the staff, treble clef, bar lines, double bar lines, and fermatas
- Apply dynamic markings through visual and aural recognition
- Apply knowledge of tempo markings (largo, andante, allegro, allegretto, presto)
- Apply knowledge of ritard, crescendo, and decrescendo
- Apply knowledge of Da Capo, Del Segno, and coda
- Apply knowledge of 1st and 2nd endings
- Recognize and use the lines and spaces of the treble clef

Grade Five

- Recognize and notate whole notes, half notes, quarter notes, and eighth notes
- Recognize and notate whole, half, and quarter rests
- Notate measures in 4/4 time
- Notate measures in 3/4 time
- Notate measures in 2/4 time
- Notate and recognize repeat dots
- Notate and recognize the staff, treble clef, bar lines, double bar lines, and fermatas
- Apply knowledge of dynamic markings through visual and aural recognition
- Apply knowledge of tempo markings (largo, andante, allegro, allegretto, presto)
- Apply knowledge of ritard, crescendo, and decrescendo
- Apply knowledge of Da Capo, Del Segno, and coda
- Apply knowledge of 1st and 2nd endings
- Apply knowledge of cut-time
- Apply knowledge of sixteenth notes and eighth note triplets
- Recognize and use the lines and spaces of the treble clef

Grade Six

- Recognize and notate whole notes, half notes, quarter notes, and eighth notes



- Recognize and notate whole, half, and quarter rests
- Notate measures in 4/4 time
- Notate measures in 3/4 time
- Notate measures in 2/4 time
- Notate and recognize repeat dots
- Notate and recognize the staff, treble clef, bar lines, double bar lines, and fermatas
- Apply knowledge of dynamic markings through visual and aural recognition
- Apply knowledge of tempo markings (largo, andante, allegro, allegretto, presto)
- Apply knowledge of ritard, crescendo, and decrescendo
- Apply knowledge of Da Capo, Del Segno, and coda
- Apply knowledge of 1st and 2nd endings
- Apply knowledge of cut-time
- Apply knowledge of sixteenth notes and eighth note triplets
- Recognize and use the lines and spaces of the treble clef
- Apply knowledge of sharps, flats, and naturals

Grade Seven

- Apply knowledge of 6/8 time
- Apply knowledge of odd meters
- Apply knowledge of changing meters
- Apply knowledge of bass clef
- Recognize and use the lines and spaces of the treble clef
- Apply knowledge of sharps, flats, and naturals

Grade Eight

- Apply knowledge of 6/8 time
- Apply knowledge of odd meters (5, 7, and 9)
- Apply knowledge of changing meters
- Apply knowledge of bass clef



- Recognize and use the lines and spaces of the treble clef
- Apply knowledge of sharps, flats, and naturals
- Visually recognize and use chords on the treble and bass clef

Standard M/6.0: Students will listen to, analyze, and describe music.

Students will demonstrate the ability to:

<p>Kindergarten</p> <ul style="list-style-type: none"> • Move their bodies to show different sections of the music • Say and explain what they think about the music they hear (happy, sad, scary, exciting)
<p>Grade One</p> <ul style="list-style-type: none"> • Move their bodies to show different sections of the music • Say and explain what they think about the music they hear (happy, sad, scary, exciting) • Identify form: AB, ABA, and call and response • Apply perceptual skills distinguishing between high and low, fast and slow, and loud and soft • Distinguish how sounds are alike and different
<p>Grade Two</p> <ul style="list-style-type: none"> • Move their bodies to show different sections of the music • Say and explain what they think about the music they hear (happy, sad, scary, exciting) • Identify form: AB, ABA, and call and response • Apply perceptual skills distinguishing between high and low, fast and slow, and loud and soft • Distinguish how sounds are alike and different • Demonstrate knowledge of AABA form
<p>Grade Three</p> <ul style="list-style-type: none"> • Move their bodies to show different sections of the music • Say and explain what they think about the music they hear (happy, sad, scary, exciting) • Identify form: AB, ABA, and call and response • Apply perceptual skills distinguishing between high and low, fast and slow, and loud and soft



- Distinguish how sounds are alike and different
- Apply knowledge of AABA form
- Identify repeated phrases
- Say or write letters to identify forms
- Identify Rondo form
- Identify the sound of a variety of instruments (families of instruments and voices)

Grade Four

- Use adjectives and other descriptive words to evaluate the music being heard
- Identify form: AB, ABA, and call and response
- Apply perceptual skills distinguishing between high and low, fast and slow, and loud and soft
- Distinguish how sounds are alike and different
- Apply knowledge of AABA form
- Identify repeated phrases
- Say or write letters to identify forms
- Identify Rondo form
- Identify the sound of a variety of instruments (families of instruments and voices)

Grade Five

- Use adjectives and other descriptive words to evaluate the music being heard
- Identify form: AB, ABA, and call and response
- Apply perceptual skills distinguishing between high and low, fast and slow, and loud and soft
- Distinguish how sounds are alike and different
- Apply knowledge of AABA form
- Identify repeated phrases
- Say or write letters to identify forms
- Identify Rondo form
- Identify the sound of a variety of instruments (families of instruments and voices)
- Identify theme and variations



- Distinguish the difference between major performing ensembles
- Distinguish the difference between solo, duo, trio, and ensemble
- Respond to and identify expressions of musical feelings

Grade Six

- Identify form: AB, ABA, and call and response
- Apply knowledge of AABA form
- Identify repeated phrases
- Identify Rondo form
- Identify the sound of a variety of instruments (families of instruments and voices)
- Identify theme and variations
- Distinguish the difference between major performing ensembles
- Distinguish the difference between solo, duo, trio, and ensemble
- Distinguish non-western instruments
- Respond to and identify expressions of musical feelings

Grade Seven

- Identify form: AB, ABA, and call and response
- Apply knowledge of AABA form
- Identify repeated phrases
- Identify Rondo form
- Identify the concept of "form" and identify major musical styles
- Respond to and identify expressions of musical feelings

Grade Eight

- Identify form: AB, ABA, and call and response
- Apply knowledge of AABA form
- Identify repeated phrases
- Identify Rondo form
- Identify the concept of "form" and identify major musical styles



- Respond to and identify expressions of musical feelings

Standard M/7.0: Students will evaluate music and music performances as members of an audience. Students will demonstrate the ability to:

- Kindergarten**
- Listen quietly and pay attention to performances
 - Know when and how to clap appropriately at a performance

- Grade One**
- Listen quietly and pay attention to performances
 - Know when and how to clap appropriately at a performance

- Grade Two**
- Listen quietly and pay attention to performances
 - Know when and how to clap appropriately at a performance

- Grade Three**
- Know when and how to clap appropriately at a performance
 - Express appreciation for performances with proper comments
 - Show quiet and appreciative attention to the performance of others

- Grade Four**
- Know when and how to clap appropriately at a performance
 - Express appreciation for performances with proper comments
 - Show quiet and appreciative attention to the performance of others

- Grade Five**
- Know when and how to clap appropriately at a performance
 - Express appreciation for performances with proper comments
 - Show quiet and appreciative attention to the performance of others

- Grade Six**
- Know when and how to clap appropriately at a performance



- Express appreciation for performances with proper comments
- Show quiet and appreciative attention to the performance of others

Grade Seven

- Know when and how to clap appropriately at a performance
- Express appreciation for performances with proper comments
- Show quiet and appreciative attention to the performance of others
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles
- Evaluate the quality of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music; offer constructive suggestions for improvement
- Explain and model appropriate behaviors for different kinds of performances

Grade Eight

- Know when and how to clap appropriately at a performance
- Express appreciation for performances with proper comments
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles
- Evaluate the quality of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music; offer constructive suggestions for improvement
- Explain and model appropriate behaviors for different kinds of performances

Standard M/8.0: Students will understand relationships between music, the other arts, and disciplines outside of the arts.

Students will demonstrate the ability to:

Kindergarten

- Recognize that music and other art forms share common principles
- Recognize that music is a part of daily life



Grade One

- Recognize that music and other art forms share common principles
- Recognize that music is a part of daily life
- Explain how the structure of music relates to math

Grade Two

- Recognize that music and other art forms share common principles
- Recognize that music is a part of daily life
- Explain how the structure of music relates to math

Grade Three

- Recognize that music and other art forms share common principles
- Recognize that music is a part of daily life
- Explain how the structure of music relates to math
- Explain how the structure of music relates to science

Grade Four

- Recognize that music and other art forms share common principles
- Recognize that music is a part of daily life
- Explain how the structure of music relates to math
- Explain how the structure of music relates to science

Grade Five

- Recognize that music and other art forms share common principles
- Recognize that music is a part of daily life
- Explain how the structure of music relates to math
- Explain how the structure of music relates to science
- Explain how music relates to language arts
- Explain how music and art are linked
- Explain how music correlates to history



Grade Six

- Recognize that music and other art forms share common principles
- Recognize that music is a part of daily life
- Explain how the structure of music relates to science
- Explain how music relates to language arts
- Explain how music and art are linked
- Explain how the structure of music relates to math
- Explain how music correlates to history
- Explain how music correlates to the diverse cultures of the world

Grade Seven

- Recognize that music and other art forms share common principles
- Recognize that music is a part of daily life
- Explain how the structure of music relates to science
- Explain how music relates to language arts
- Explain how music and art are linked
- Explain how the structure of music relates to math
- Explain how music correlates to history
- Explain how music correlates to the diverse cultures of the world

Grade Eight

- Recognize that music and other art forms share common principles
- Recognize that music is a part of daily life
- Explain how the structure of music relates to science
- Explain how music relates to language arts
- Explain how music and art are linked
- Explain how the structure of music relates to math
- Explain how music correlates to history
- Explain how music correlates to the diverse cultures of the world



Standard M/9.0: Students will understand music in relation to history and culture.

Students will demonstrate the ability to:

Kindergarten <ul style="list-style-type: none">• Recognize and sing American folk songs and patriotic songs
Grade One <ul style="list-style-type: none">• Recognize and sing American folk songs and patriotic songs• Use music in their daily experiences and describe characteristics that make certain music suitable for each use
Grade Two <ul style="list-style-type: none">• Recognize and sing American folk songs and patriotic songs• Use music in their daily experiences and describe characteristics that make certain music suitable for each use
Grade Three <ul style="list-style-type: none">• Recognize and sing American folk songs and patriotic songs• Use music in their daily experiences and describe characteristics that make certain music suitable for each use• Perform simple music of nations and cultures being studied in other disciplines
Grade Four <ul style="list-style-type: none">• Recognize and sing American folk songs and patriotic songs• Identify by ear some basic examples of different styles of music• State in simple musical terms, how styles are alike and different
Grade Five <ul style="list-style-type: none">• Recognize and sing American folk songs and patriotic songs• Identify major sources of American music• Explain a reaction to and evaluate American music forms• Understand the roots of American music in African and European music
Grade Six <ul style="list-style-type: none">• Identify the stylistic elements of music from the Middle Ages• Identify the stylistic elements of music from the Renaissance• Identify the stylistic elements of music from the Baroque



- Identify the stylistic elements of music from various world cultures

Grade Seven

- Identify the stylistic elements of music from the Classical Period
- Identify the stylistic elements of music from the Romantic Period
- Identify the stylistic elements of music from the American Musical
- Identify the stylistic elements of music from various world cultures

Grade Eight

- Identify the stylistic elements of contemporary music, blues, jazz, and other popular forms of music
- Identify the stylistic elements of music from various world cultures



Elementary/Middle School Chorus (Gr. 4-8)

Elementary

Standard 1.0: Students will sing, alone and with others, a varied repertoire of music.

Students will demonstrate the ability to:

- Sing in unison
- Sing in two, three, and four part rounds
- Sing simple partner songs
- Sing simple two-part harmony
- Sing with proper pedagogy (vocal production and posture)
- Sing a wide variety of repertoire
- Sing with proper concert etiquette
- Sing while following the gestures of a conductor

Standard 5.0: Students will read and notate music.

Students will demonstrate the ability to:

- Follow their part in a written piece of music
- Read and perform basic rhythmic and melodic notation
- Identify pitches using solfege syllables and symbols
- Read and understand expression markings in the music



Middle School

Standard 1.0: Students will sing, alone and with others, a varied repertoire of music.

Students will demonstrate the ability to:

- Sing in unison
- Sing simple partner songs
- Sing in two, three, and four part rounds
- Sing simple two part harmony
- Sing with proper pedagogy (vocal production and posture)
- Sing a wide variety of repertoire
- Sing with proper concert etiquette
- Sing while following the gestures of a conductor
- Use music for community service
- Blend, balance, and sing with expression

Standard 5.0: Students will read and notate music.

Students will demonstrate the ability to:

- Follow their part in a written piece of music
- Read and perform basic rhythmic and melodic notation
- Identify pitches using solfege syllables and symbols
- Read and understand expression markings in the music



High School Chorus (Gr. 9-12)

Standard 1.0: Students will sing, alone and with others, a varied repertoire of music.

Students will demonstrate the ability to:

- Sing in unison
- Sing simple partner songs
- Sing in two, three, and four part rounds
- Sing simple two part harmony
- Sing with proper pedagogy (vocal production and posture)
- Sing a wide variety of repertoire
- Sing with proper concert etiquette
- Sing while following the gestures of a conductor
- Use music for community service
- Blend, balance, and sing with expression
- Sing four part harmony

Standard 5.0: Students will read and notate music.

Students will demonstrate the ability to:

- Follow their part in a written piece of music
- Read and perform basic rhythmic and melodic notation
- Identify pitches using solfege syllables and symbols
- Read and understand expression markings in the music
- Conduct basic analyzation of choral pieces
- Sight read simple pieces of music



Elementary School Band (Gr. 5 and 6)

Standard 2.0: Students will perform on instruments, alone and with others, a varied repertoire of music. Students will care for equipment.

Students will demonstrate the ability to:

- Put their instruments together properly
- Maintain and care for their instruments
- Produce a characteristic sound on their instruments
- Use proper posture
- Use proper breathing techniques
- Use rehearsal etiquette
- Use correct fingerings and stickings
- Apply written and performing knowledge of basic music symbols to the music they are studying
- Perform with proper concert etiquette
- Blend, balance, and show expression throughout the ensemble
- Sight read pitch duration, rhythms, tempo, and dynamic markings
- Listen in a discriminating manner
- Perform at a minimum of a grade one-half from the NYSSMA level
- Play following the appropriate gestures of the conductor
- Play with correct phrasing

Standard 5.0: Students will read and notate music.

Students will demonstrate the ability to:

- Read basic rhythms
- Read basic pitches
- Play in 4/4, 3/4 and 2/4 time signatures



- Recognize and perform proper dynamic markings
- Recognize and perform proper tempo markings
- Recognize and perform 1st and 2nd endings
- Recognize and perform ritards, crescendo, and decrescendo
- Recognize and perform D.C., D.S., and coda
- Recognize and perform appropriate articulations

Middle School Band (Gr. 7-8)

Standard 2.0: Students will perform on instruments, alone and with others, a varied repertoire of music. Students will care for equipment.

Students will demonstrate the ability to:

- Put their instruments together properly
- Maintain and care for their instruments
- Produce a characteristic sound on their instruments
- Use proper posture
- Use proper breathing techniques
- Use rehearsal etiquette
- Use correct fingerings and stickings
- Apply written and performing knowledge of basic music symbols to the music they are studying
- Perform with proper concert etiquette
- Blend, balance, and show expression throughout the ensemble
- Sight read pitch duration, rhythms, tempo, and dynamic markings
- Recognize and utilize basic key signatures
- Listen in a discriminating manner
- Perform at a minimum of a grade two-thirds from the NYSSMA level
- Play following the appropriate gestures of the conductor



- Play with correct phrasing

Standard 5.0: Students will read and notate music.

Students will demonstrate the ability to:

- Read basic rhythms
- Read basic pitches
- Play in 4/4, 3/4, and 2/4 time signatures
- Recognize and perform proper dynamic markings
- Recognize and perform proper tempo markings
- Recognize and perform 1st and 2nd endings
- Recognize and perform ritards, crescendo, and decrescendo
- Recognize and perform D.C., D.S., and coda
- Recognize and perform in cut-time and triple meters (6/8 and 3/8)
- Recognize and perform sixteenth notes, sextuplets, quarter-note, and eighth note triplets
- Recognize and perform syncopated rhythms
- Recognize and perform appropriate articulations

High School Band (Gr. 9-12)

Standard 2.0: Students will perform on instruments, alone and with others, a varied repertoire of music. Students will care for equipment.

Students will demonstrate the ability to:

- Maintain and care for their instruments
- Produce a characteristic sound on their instruments
- Use proper posture



- Use proper breathing techniques
- Use rehearsal etiquette
- Use correct fingerings and stickings
- Apply written and performing knowledge of basic music symbols to the music they are studying
- Perform with proper concert etiquette
- Blend, balance, and show expression throughout the ensemble
- Use music for community service
- Manipulate and utilize triple meters and cut time
- Recognize the form of a piece of music they are studying
- Play their instruments on a minimum of a grade five-sixths from the NYSSMA level
- Play following the appropriate gestures of the conductor
- Play with correct phrasing

Standard 5.0: Students will read and notate music.

Students will demonstrate the ability to:

- Read basic rhythms
- Read basic pitches
- Play in 4/4, 3/4, and 2/4 time signatures
- Recognize and perform proper dynamic markings
- Recognize and perform proper tempo markings
- Recognize and perform 1st and 2nd endings
- Recognize and perform ritards, crescendo, and decrescendo
- Recognize and perform D.C., D.S., and coda
- Recognize and perform in cut-time and triple meters (6/8 and 3/8)
- Recognize and perform sixteenth notes, sextuplets, quarter-note, and eighth note triplets
- Recognize and perform syncopated rhythms
- Recognize and perform appropriate articulations



High School Music Theory (Gr. 9-12)

Standard 4.0: Students will compose and arrange music within specific guidelines.

Students will demonstrate the ability to:

- Compose melodies within a given set of criteria
- Analyze a melody and arrange it for a group of instruments
- Analyze and construct harmony for a melody
- Dissect the harmonic structure of a given piece of music
- Defend ones musical decisions about harmonic, melodic, and rhythmic choices

Standard 5.0: Students will read and notate music.

Students will demonstrate the ability to:

- Recognize notes on the treble and bass staves
- Classify and manipulate time signatures
- Classify and manipulate rhythms
- Classify and manipulate notes on the treble and bass staves
- Identify and translate transpositions of instruments of the band and orchestra
- Identify articulation, phrasing, and dynamic markings

Standard 6.0: Students will listen to, analyze, and describe music.

Students will demonstrate the ability to:

- Analyze the form of a piece of music
- Evaluate the choices of melody, harmony, and rhythm of a given example of music
- Defend preference of one style of music over another, using appropriate music terminology



High School Music Appreciation (Gr. 9-12)

Standard 6.0: Students will listen to, analyze, and describe music.

Students will demonstrate the ability to:

- Categorize music of a given time period
- Analyze the form of music from different time periods
- Classify all characteristic elements of music from different time periods

Standard 7.0: Students will evaluate music and music performances as members of an audience.

Students will demonstrate the ability to:

- Evaluate a musical performance by criteria set forth from the instructor
- Apply knowledge of what is appropriate behavior at different musical events
- Write a written evaluation of a piece of music using appropriate musical terminology

Standard 8.0: Students will understand relationships between music, the other arts, and disciplines outside of the arts.

Students will demonstrate the ability to:

- Compare stylistic similarities of music and the other arts of a given period

Standard 9.0: Students will understand music in relation to history and culture.

Students will demonstrate the ability to:

- Identify major world events and classify them within a given period of music
- Evaluate how music has affected culture and how culture has affected music



High School Symphonic Wind Ensemble (Gr. 9-12)

Students participating in this group will be exposed to a more intensive and challenging musical experience. Advanced music students should take advantage of this opportunity. Inclusion in the Ensemble is by audition.

Standard 2.0: Students will perform on instruments, alone and with others, a varied repertoire of music. Students will care for equipment.

Students will demonstrate the ability to:

- Maintain and care for their instruments
- Produce a characteristic sound on their instruments
- Use proper posture
- Use proper breathing techniques
- Use rehearsal etiquette
- Use correct fingerings and stickings
- Apply written and performing knowledge of basic music symbols to the music they are studying
- Perform with proper concert etiquette
- Blend, balance, and show expression throughout the ensemble
- Use music for community service
- Manipulate and utilize triple meters and cut time
- Recognize the form of a piece of music they are studying
- Play their instruments on a minimum of a grade five-sixths from the NYSSMA level
- Play following the appropriate gestures of the conductor
- Play with correct phrasing

Standard 5.0: Students will read and notate music.

Students will demonstrate the ability to:

- Read basic rhythms
- Read basic pitches



- Play in 4/4, 3/4, and 2/4 time signatures
- Recognize and perform proper dynamic markings
- Recognize and perform proper tempo markings
- Recognize and perform 1st and 2nd endings
- Recognize and perform ritards, crescendo, and decrescendo
- Recognize and perform D.C., D.S., and coda
- Recognize and perform in cut-time and triple meters (6/8 and 3/8)
- Recognize and perform sixteenth notes, sextuplets, quarter-note, and eighth note triplets
- Recognize and perform syncopated rhythms
- Recognize and perform appropriate articulations

High School Jazz Band (Gr. 9-12)

Standard 2.0: Students will perform on instruments, alone and with others, a varied repertoire of music. Students will care for equipment.

Students will demonstrate the ability to:

- Interpret the many styles of music the comprise jazz
- Apply all concepts of how to play an instrument
- Audition and rehearse before and after school hours
- Balance, blend, and articulate in the style of jazz
- Perform their parts individually

Standard 3.0: Students will improvise melodies, variations, and accompaniments

Students will demonstrate the ability to:

- Improvise a melody over a chord progression



- Improvise a melody in the appropriate style of the piece being performed
- Improvise and vary accompaniment figures
- and vary accompaniment figures

Standard 5.0: Students will read and notate music.

Students will demonstrate the ability to:

- Read basic rhythms
- Read basic pitches
- Play in 4/4, 3/4, and 2/4 time signatures
- Recognize and perform proper dynamic markings
- Recognize and perform proper tempo markings
- Recognize and perform 1st and 2nd endings
- Recognize and perform ritards, crescendo, and decrescendo
- Recognize and perform D.C., D.S., and coda
- Recognize and perform in cut-time and triple meters (6/8 and 3/8)
- Recognize and perform sixteenth notes, sextuplets, quarter-note, and eighth note triplets
- Recognize and perform syncopated rhythms
- Recognize and perform appropriate articulations
- Recognize and perform appropriate rhythms and stylistic interpretations of jazz style



High School Vocal Select (Gr. 9-12)

Students participating in this group will be exposed to a more intensive and challenging musical experience. Advanced music students should take advantage of this opportunity. Inclusion in the Select group is by audition.

Standard 1.0: Students will sing, alone and with others, a varied repertoire of music.

Students will demonstrate the ability to:

- Sing a cappella in four-part harmony
- Sing with proper pedagogy (vocal production and posture)
- Sing a wide repertoire
- Sing with proper concert etiquette
- Sing while following the gestures of a conductor
- Use music for community service and sing for events outside of school
- Audition and rehearse after school hours
- Blend, balance, and sing with expression
- Sing with appropriate phrasing and interpretation of text and melody
- Sing accompanied in four-part harmony

Standard 5.0: Students will read and notate music.

Students will demonstrate the ability to:

- Follow their part in a written piece of music
- Read and perform rhythmic and melodic notation
- Identify pitches using solfege syllables and symbols
- Read and understand all expression markings in music
- Conduct analysis of choral pieces
- Sight read various levels of music
- Learn parts independently



Sample Rubrics, Logs, and Checklists

Writing Rubric for Grades 1 and 2

Writing Traits	6/5 Exceeds the Standard	4/3 Meets the Standard	2/1 Needs work
Ideas and Content	<p>My writing has a strong main idea with many supporting details.</p> <p>It is well developed.</p>	<p>My writing has a main idea with some supporting details.</p> <p>It is somewhat developed.</p>	<p>My writing does not have a main idea or supporting details.</p> <p>It is not developed.</p>
Organization	<p>My writing has a strong beginning, middle, and end.</p> <p>You never feel lost.</p>	<p>My writing has a fair beginning, middle, and end.</p> <p>It needs more work.</p>	<p>My writing is missing a beginning, middle, and end.</p> <p>It's mixed up.</p>
Voice	<p>My voice can be heard loud and clear.</p> <p>The reader will hear the feeling for this piece of writing.</p>	<p>My voice fades in and out.</p> <p>The reader might hear some feeling for this piece of writing.</p>	<p>My voice is not in this writing.</p> <p>The reader will not hear any feeling for this piece of writing.</p>
Word Choice	<p>My words make the meaning very clear.</p> <p>I have made a clear snapshot.</p>	<p>My words don't always make my meaning clear.</p> <p>I have made a fuzzy snapshot.</p>	<p>My words do not make my meaning clear.</p> <p>I have not made a snapshot.</p>
Sentence Development/ Fluency	<p>My sentences have many different beginnings and lengths.</p> <p>My writing has smooth rhythm and flow.</p>	<p>My sentences have a few different beginnings and lengths.</p> <p>My writing has a bumpy rhythm and flow.</p>	<p>My sentences are all about the same in beginnings and lengths.</p> <p>My writing has no rhythm and flow.</p>
Conventions	<p>I carefully checked capitalization, punctuation, spelling, and grammar.</p> <p>I am ready to be published.</p>	<p>I quickly checked capitalization, punctuation, spelling, and grammar.</p> <p>I need to do more work before I publish.</p>	<p>I need to carefully check capitalization, punctuation, spelling, and grammar.</p> <p>I am not ready to be published.</p>



Writing Rubric Intermediate Grades

Writing Traits	6/Outstanding Response	5/Excellent Response	4/Good Response	3/Fair Response	2/Weak Response	1/Poor Response
	Exceeds Standard	Exceeds Standard	Meets Standard	Nearly Meets standard	Fix	Fix
<i>My writing has:</i>						
Ideas	A very strongly developed main idea with many rich supporting details	A well-developed main idea with many supporting details	A developed main idea with some supporting details	A weakly developed main idea with few supporting details	A poorly developed main idea with unrelated details	No developed main idea with no details
Organization	An inviting beginning, very strong middle, and satisfying end Smooth, effective transitions Exceptional order and structure	A strongly developed beginning, middle, and end Effective transitions Strong order and structure	A developed beginning, middle, and end Some transitions Good order and structure	An adequate beginning, middle, and end Awkward transitions Fair order and structure	A weak beginning, middle, and end Few transitions Weak order and structure	No real beginning, middle, and end No transitions No order or structure
Voice	Highly individual, lively expression and purpose that completely engage the reader	Very strong expression and purpose that engage the reader	Good expression and purpose that often engage the reader	Inconsistent expression and purpose that sometimes engage the reader	Little expression and purpose that engage the reader very little	No expression or purpose to engage the reader
Word Choice	Exceptionally rich, precise language that empowers meaning	Clear, precise language that lends to meaning	Familiar, general language that makes meaning clear	Uninteresting, monotonous language that creates adequate meaning	Weak, limited language that makes meaning unclear	Very limited language that fails to communicate
Sentence Fluency	Sentences that greatly vary in length and beginning enhancing rhythm and flow	Sentences that largely vary in length and beginning lending to rhythm and flow	Sentences that somewhat vary in length and beginning creating rhythm and flow	Sentences that slightly vary in length and beginning creating limited rhythm and flow	Sentences that vary little in length and beginning creating a choppy rhythm and flow	Sentences that do not vary in length and beginning creating no rhythm and flow
Conventions <i>(punctuation, capitalization, spelling, grammar, paragraphing)</i>	No noticeable errors with no need for editing	Few noticeable errors with little need for editing	Minor errors with some need for editing	Quite a few errors with a need for careful editing	Numerous errors with need for extensive editing	Too many errors with need for total review in editing



Chariho High School Writing Rubric

NAME:

ASSIGNMENT:

CRITERIA	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	EXCEEDS STANDARD
Format	<input type="checkbox"/> Few or no guidelines followed 0-1-2-3-4	<input type="checkbox"/> Most guidelines followed 5-6-7-8	<input type="checkbox"/> Follows established guidelines 9-10-11	<input type="checkbox"/> Professional appearance 12-12.5
Thesis Statement	<input type="checkbox"/> No thesis 0-1-2-3-4	<input type="checkbox"/> No clear argument 5-6-7-8	<input type="checkbox"/> Clearly presents argument 9-10-11	<input type="checkbox"/> Thesis is insightful, thoughtful, and challenging 12-12.5
Introductory Paragraph	<input type="checkbox"/> Paragraph not present <input type="checkbox"/> Lacks clarity 0-1-2-3-4	<input type="checkbox"/> Does not engage reader <input type="checkbox"/> Vague framework <input type="checkbox"/> Lacks definition(s) 5-6-7-8	<input type="checkbox"/> Engages reader <input type="checkbox"/> Provides a framework for paper <input type="checkbox"/> Identifies relevant ideas, terms, and names 9-10-11	<input type="checkbox"/> Strong opening impact <input type="checkbox"/> Strong transition to body paragraphs 12-12.5
Organization	<input type="checkbox"/> Confusing <input type="checkbox"/> Organization inhibits thesis 0-1-2-3-4	<input type="checkbox"/> Paragraphs lack cohesion <input type="checkbox"/> Ineffective use of transitions 5-6-7-8	<input type="checkbox"/> Paragraphs are logically ordered <input type="checkbox"/> Effective use of transitions 9-10-11	<input type="checkbox"/> Strong and varied use of transitions <input type="checkbox"/> Adds to strength of thesis 12-12.5
Use of Evidence	<input type="checkbox"/> Lack of evidence and support for thesis 0-1-2-3-4	<input type="checkbox"/> Some paragraphs stray from thesis <input type="checkbox"/> Does not relate to thesis <input type="checkbox"/> Inappropriate use of sources 5-6-7-8	<input type="checkbox"/> Paragraphs support thesis <input type="checkbox"/> Effectively explains relationship to thesis <input type="checkbox"/> Appropriate use of source(s) 9-10-11	<input type="checkbox"/> Ample evidence from varied sources <input type="checkbox"/> Authoritative use of evidence 12-12.5
Grammar / Mechanics	<input type="checkbox"/> Errors in grammar, spelling, and punctuation inhibit understanding 0-1-2-3-4	<input type="checkbox"/> Errors in grammar, spelling, and /or punctuation <input type="checkbox"/> Weak word choice <input type="checkbox"/> Organizational errors <input type="checkbox"/> Lacks evidence of proof reading 5-6-7-8	<input type="checkbox"/> Appropriate use of grammar, spelling, and punctuation <input type="checkbox"/> Effective word choice <input type="checkbox"/> Well organized paragraphs <input type="checkbox"/> Evidence of proof reading 9-10-11	<input type="checkbox"/> Flawless use of grammar, spelling, and punctuation <input type="checkbox"/> Sophisticated word choice <input type="checkbox"/> Varied sentence types 12-12.5
Revision	<input type="checkbox"/> No evidence of revision <input type="checkbox"/> N/A for first draft 0-1-2-3-4	<input type="checkbox"/> Addressed some areas <input type="checkbox"/> Improvement in few areas 5-6-7-8	<input type="checkbox"/> Addressed needs for all noted areas <input type="checkbox"/> Some improved areas 9-10-11	<input type="checkbox"/> Improvement in all areas 12-12.5
Conclusion	<input type="checkbox"/> Conclusion missing 0-1-2-3-4	<input type="checkbox"/> Does not support thesis 5-6-7-8	<input type="checkbox"/> Effectively reinforces thesis 9-10-11	<input type="checkbox"/> New ideas bring fresh perspective(s) to thesis 12-12.5

COMMENTS:

SCORE:

0-32	Unacceptable
33-64	Needs Improvement
65-88	Meets Standard
89-100	Exceeds Standard



NONFICTION RETELLING RUBRIC

4	EXEMPLARY EVIDENCE	<ul style="list-style-type: none"> • Accurately retells important concepts from the text in own words • Organizes the information using appropriate text structure(s) throughout the retelling (e.g. sequential order, classification, cause/effect, compare/contrast, etc.) • Utilizes key vocabulary appropriately • Synthesizes concepts from the text, using textual evidence and prior knowledge to draw inferences and generate original conclusions
3	CLEAR EVIDENCE	<ul style="list-style-type: none"> • Explains the main ideas and supporting details from the text in own words • Organizes the information using appropriate text structure (e.g. sequential order, classification, cause/effect, compare/contrast, etc.) • Utilizes some key vocabulary • Attempts to draw inferences/generalizations and supports them with textual evidence and prior knowledge (schema)
2	EMERGING EVIDENCE	<ul style="list-style-type: none"> • Demonstrates a partial understanding of the text, randomly restating facts/concepts, or relying heavily on the author's words; may copy some material from text • Organization is less defined; text structure is weak • May utilize some key vocabulary • May include inaccuracies or omissions
1	NO EVIDENCE	<ul style="list-style-type: none"> • Relates a limited amount of information, conveying little or no understanding of the text; may copy extensively from text • May include some inaccuracies, omissions, or confusions • May include information that is off topic

Adapted from rubric developed by Long Beach Unified School District, August 2000



Chariho Charger Band Grade Sheet

Student's Name _____
 Date Assigned _____

Grade _____
 Date Due _____

Assignment #1 _____
 Assignment #2 _____
 Assignment #3 _____

Criteria	Assignment #1	Assignment #2	Assignment #3
Tone Quality			
Rhythmic Accuracy			
Articulation			
Dynamics			
Melodic Accuracy			
	Total _____	Total _____	Total _____
	Total Grade _____		

- If your grade is below an 80, it is strongly suggested that you schedule extra help. If your grade is above a 95, you are exempt from the next exam.
- Students have 3 days to return the evaluation to the evaluating teacher. If this form is not returned, students will receive detention every night until it is returned. If the form is lost, students must complete the whole process over again.

Student Signature _____

Parent Signature _____

* Please keep in mind this evaluation is not designed to create negative feelings towards a band member, but it is designed to instill a sense of personal responsibility for each student. Also, members of our music faculty are always willing to schedule extra help. Our goal is to have each student realize his or her personal best.



Practice Chart

Name _____

Week Ending _____

Day	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Time							
Signature							

5 or more days, 20 minutes minimum = A

4 days, 20 minutes minimum = B

3 days, 20 minutes minimum = C

2 days, 20 minutes minimum = D

1 day or less = F

Forgery will result in an F, plus office referral for academic dishonesty.



Statement on Adjudication for Performing Groups

Outside adjudications and evaluations are essential to the development of our young musicians. Adjudications and evaluations take place at music festivals, which are attended by many different school districts, on a state and national level. These festivals are designed to have prominent music educators and performers, many holding doctorate degrees, listen to and critique our groups. This experience is invaluable. The feedback from such esteemed music professionals helps guide the students and teachers in their endeavor to create and maintain the best music program that can be achieved. Students are also afforded the opportunity to listen to comparable groups from other schools. This allows the music student to make self-evaluations and judgments about his/her own performance. Adjudications and festivals are essential to measure the progress of both our students and our program. Additionally, the sense of teamwork and cooperation that is cultivated at such an event helps develop the character and self-esteem of the group collectively and of the musicians individually.

It is strongly recommended that all performing groups attend at least one adjudicated festival every academic year.



Statement on Independent Study

Independent studies are offered mainly to students who are thinking about pursuing a career in music. Independent studies are usually taken when the student is a junior or senior in high school. Topics explored are advanced concepts in music theory, history, and performance practice. Students need to petition the faculty member with whom they wish to perform the independent study. The instructor then makes the determination as to whether to accept the student and together they specify what concepts will be studied.

Students desiring to undertake an independent study project will meet with his/her guidance counselor in order to obtain the necessary form. The student will select a topic of his/her choice, list the objectives, methods of investigation, plans for evaluation, and length of time needed to complete this program. The student will subsequently meet with the department chairperson who may recommend a teacher certified in the area of study and willing to supervise the project and to further define the topic, objectives, and methods of study and evaluation if necessary.

The independent study project will not begin until the student has secured approval signatures from his/her counselor, the independent study teacher, the Department Chairman of the subject matter involved, and the Principal.



Overview of Kodaly Concept

Zoltan Kodaly, a Hungarian music educator, developed the Kodaly Concept for teaching music. Concepts are taught according to the child's learning development and begin at an early age. Singing and playing instruments are taught first from the child's own heritage of folk material and later expanded to include music of other cultures and countries.

Musical concepts are taught mainly through singing. Solfege syllables (Do, Re, Mi, Fa, Sol, La, Ti, and Do) and hand signs are used to help children learn pitches and intervals.

Overview of Orff Schulwerk

Orff Schulwerk is a way to teach and learn music based on the work of Carl Orff. It is based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat on anything near at hand. These instincts are directed into learning music by hearing and making music first, then reading and writing it later. This is the same way we all learned our language.

The special Orff melody instruments include wooden xylophones and metal glockenspiels that offer good sound immediately. Played together as in a small orchestra, their use helps children become sensitive listeners and considerate participants.

Orff Schulwerk utilizes the traditional and folk music of the country in which it is being taught. At present more than 10,000 teachers in the United States have found Orff the ideal way to present the magic of music to their students.



Glossary of Terms

A Cappella- to sing using no accompaniment

Bar Lines- vertical lines on the staff to separate measures

Bass Clef- symbol which designates the fourth line of the staff as the note "F"

Chord- three or more notes played simultaneously

Coda- a section of music at the end of a piece

Crescendo- to get louder

Da Capo- term meaning to go back to the beginning

Decrescendo- to get softer

Del Segno- term meaning to go back to the sign

Djembe- type of hand drum

Double Bar Lines- vertical lines on the staff to indicate the end of a section

Dynamics- relative loudness or softness

Fermata- symbol over a note to indicate to hold that note until the conductor cuts it off

Flat- a symbol before a note indicating the note is to be lowered one-half of a step

Harmony- two or more notes sounding at the same time

Melody- a single line of notes that move upward and downward by step, skip, and repeats

Meter- accenting of a beat, usually into sets of twos or threes

Naturals- a symbol used to cancel out a sharp or a flat

Ostinato- a repeated melodic figure or rhythmic pattern

Pitch- relative highness or lowness of a sound

Repertoire- the songs that one plays or sings

Ritard- to slow down

Rondo Form- a musical form using a reoccurring theme and an alternating theme

Staff- horizontal lines on which music is written

Sharp- a symbol before a note indicating the note is to be raised one-half of a step



Syncopation- rhythm accents on weak beat

Tempo- speed of the beat

Treble clef- symbol which designates the second line of the staff as the note "G"



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