

APPENDIX F

SAMPLE GRADE AND COURSE OBJECTIVES

Excerpt From South Windsor Grade 7 Music Framework

Simsbury Sample Fourth Grade General Music Curriculum

Example From Hamden Theatre Guide: Grades 7 and 8

Excerpt From South Windsor Grade 7 Music Framework

The following is an excerpt from the South Windsor Music Framework, in which standards have been written and sequenced for each grade based directly on the Connecticut and national standards. The words presented in *underlined italics* highlight expectations that are new for a particular grade level. Once this framework was developed, it provided the basis to develop objectives for each component of South Windsor's Grade 7 music curriculum (general music, band, orchestra, choir).

Grade 7 Music

The period represented by Grades 5-8 is especially critical in students' musical development. The music they perform or study often becomes an integral part of their personal musical repertoire. Composing and improvising provide students with unique insight into the form and structure of music and, at the same time, help them to develop their creativity. Broad experience with a variety of music is necessary if students are to make informed musical judgments. Similarly, this breadth of background enables them to begin to understand the connections and relationships between music and other disciplines. By understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in communities that are increasingly multicultural. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing and listening to music.

Every course in music, including performance courses, should provide instruction in creating, performing, listening to and analyzing music, in addition to focusing on its specific subject matter.

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

Achievement Standard:

Students will:

- a. sing *nearly accurately* and *demonstrate* breath control, throughout their singing ranges, alone and in small and large ensembles;
- b. sing with *3 levels* of expression and technical accuracy a repertoire of vocal literature with approaching a level of difficulty of 2, on a scale of 1 to 6, including *2 songs* performed from memory;
- c. sing music representing diverse genres and cultures, with *3 levels* of expression, appropriate for the work being performed; and
- d. *begin to* sing music written in two and three parts.

Students will who participate in a choral ensemble:

- e. begin to sing, with *3 levels* of expression and technical accuracy, a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

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

Students will:

- a. perform, on at least one instrument¹, *nearly* accurately in small and large ensembles, with good posture, good playing position, and *moderate* breath, bow or stick control;
- b. begin to perform with *3 levels* of expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6;
- c. perform music representing diverse genres and cultures, with *3 levels* of expression appropriate for the work being performed; and
- d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Students who participate in an instrumental ensemble or class will:

- e. begin to perform with *3 levels* of expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of *3*, on a scale of 1 to 6, including *3 solos* performed from memory.

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

Students will begin to:

- a. improvise simple harmonic accompaniments *that extend beyond given patterns*;
- b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies *and melodies in C, F and G*; and
- c. improvise short melodies, over given rhythmic accompaniments, each in a fairly consistent *style*, meter and tonality.

¹E.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument.

Simsbury Public Schools Sample Fourth Grade General Music Curriculum

The development of the Simsbury Public Schools Music Curriculum has been guided by the state and national standards in music. This document, which is organized according to Connecticut's content standards in music, has been developed to present Simsbury's answers to two critical questions that guide instruction in the music classroom:

1. **Task Construction:** What activities or tasks should students be asked to engage in while in music classes?
2. **Assessment Dimensions:** What will teachers and/or students look at or listen to in order to determine if they have been successful?

These two questions are so important to the educational process that they comprise the core of the curriculum development process used by the Simsbury music staff.

Task Construction/Activities

Instructional tasks or activities – including repertoire, resources and units of instruction – are key components of a strong music curriculum. To identify these components, faculty members must answer questions such as: What is quality literature? Given the limited time that students spend in music class, what is the best use of this time? What activities should we use in our music classrooms? The standards provide some guidance in this area, but the nature of the student body and school, the skills of the music staff, the amount of time that students have in music class, and the kinds of resources that are available for music instruction all influence curricular decisions at the local level. That is why a curriculum should be unique to a community. A particular curriculum may be effective in Simsbury, but not in another community.

Assessment Dimensions

Activities alone are not sufficient to guide instruction in the classroom, because they establish no clear standard of expectation for the level of student learning. The curriculum team, therefore, must identify the dimensions of a task teachers should assess when determining whether their students have actually learned what they should, then establish the level of performance expected on those dimensions by selecting student work that exemplifies what a successful performance on those activities looks or sounds like. By starting with the end in mind, teachers can more efficiently clarify expectations for students and design a more effective learning process. If teachers cannot define a successful performance, the students in their classes are unlikely to achieve it; conversely, if teachers and students understand the dimensions of a successful performance, they are much more likely to achieve it.

The great challenge in a comprehensive curriculum is not one of breadth, but rather of depth. If teachers attempted to give equal emphasis to all the material that is indicated at each grade level, the curriculum would be a mile wide and a 1/16 of an inch deep. The result would be of little benefit to students, who would lack a depth of understanding in any area of the curriculum. Because of this, Simsbury's curriculum presents a list of essential knowledge and skills at each grade level. These are the areas that will receive greater attention during classes, and the areas that will be more formally assessed, during a particular grade level or course. This does not mean that the other areas of the curriculum can be ignored, because those areas provide the foundation for essential learning during subsequent years. For clarity, the Simsbury guide outlines the essential knowledge and skills for each grade level separately, and presents the corresponding elements within the overall grade level curriculum in bold print.

In addition to identifying essential knowledge and skills and curriculum presented by content standard, Simsbury's curriculum also identifies key terminology and curricular resources (repertoire, literature, activities) for each grade level.

Curriculum is not static, but is always changing. New staff members, students, school initiatives, changing resources, staff development sessions as well as countless other events can influence a curriculum. The fourth grade curriculum on pages 242 – 255 is the Simsbury curriculum at a moment in time, a document that has evolved over the past few years and one that is constantly being refined.

**4th Grade
General Music**

Essential Knowledge & Skills

[The following are the areas that are formally assessed at this grade level. However, they do not represent the only areas that are addressed. They do not include the knowledge and skills that are being introduced or reviewed]

The student sings grade level songs on pitch using appropriate vocal technique

The student uses classroom instruments accurately and with appropriate technique

The student will create simple musical improvisations/compositions/arrangements within specified guidelines

The student accurately reads and writes grade level rhythms.

The student accurately reads and writes grade level pitches.

The student will describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate

The student will contribute positively to classroom activities

Rhythms

Prepare – 



Assess – 





Tonal Patterns

Prepare - La Sol Do

Assess - La Sol

Decode - Do Re