

MUSIC
MAJOR INSTRUCTIONAL GOALS

Elementary K-5

Band 6-12

Orchestra 5-12

Vocal 6-12

With 5-8 Fine Arts National Standards

*Helping Today's Kids
Fill tomorrow's Promise*

November 2004

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Attachment I, Continued 117
The Above Vocabulary Integrated by Subject/ Strand from DESE website
<http://www.dese.mo.gov/divimprove/curriculum/handouts/favocabulary.htm>

**Attachment J: Framework for Curriculum Development
in Fine Arts K-12: 125**

**What All Students Should Know; What All Students Should
be Able to Do; and some Sample Learning Activities from DESE website:
<http://www.dese.state.mo.us/divimprove/curriculum/frameworks/finarts.html>
click Frameworks (more complete version in Music Office)**

I. Dance (internet document pages: 3-21)
K-4
5-8
9-12
II. Music (internet document pages: 22-40)
K-4
5-8
9-12
III. Theatre (internet document pages: 41-59)
K-4
5-8
9-12
IV. Visual Arts (internet document pages: 59-81)
K-4
5-8
9-12

Preface

These Major Instructional Goals were approved by the Board of Education on November 16, 2004.

Dr. Michael Hoeman, President
Mrs. Kris Callen, Vice President
Ms. Pam Bodine
Mr. Jerry Harmison
Mrs. Mary Norman
Mr. Bruce Renner
Mrs. Debbie Tolliver

Dr. Jack Ernst, Superintendent
Mr. Chuck Stockton, Special Assistant for Curriculum and Teaching Accountability
Dr. Kelvin Pamperien, Director of Instructional Improvement
Dr. Bev Rohlf, Coordinator of Music

Before reviewing this document, it would be useful for the reader to be aware of the following information.

1. The National and Missouri Show-Me Fine Arts Framework both include dance, music, theatre, and the visual arts.

Each of the Fine Arts utilizes the same four curriculum strands: History, Criticism and Analysis, Aesthetics, and Performance. Strand vocabulary for each Fine Art can be found in the attachments.

2. While the accompanying Major Instructional Goals (MIGs) are Music Goals only, the state expectation is that curriculum would be developed for each of the Fine Arts and that each Fine Art would be taught as separate subject matter as well as in units of integration.
3. Grade Level Expectations have not been written, but there are indicators for What All Students Should Know and Be Able to Do. These are included in the attachments for grades K-4, 5-8, and 9-12.
4. A Missouri Assessment (MAP) has been created for the Fine Arts at the 5th grade level. It incorporates all of the Fine Arts in one assessment, not just Music. No other grade level assessments have been written at this time.
5. An expectation in the Board approval of the Music MIGs is that music lessons would at times integrate the communication arts and mathematics' subject areas.

MAJOR INSTRUCTIONAL GOALS

REVIEW REQUIREMENT

Pertinent Facts:

- a) Pursuant to Board Policy IM, Evaluation of Instructional programs, the Music **Program Evaluation Report** was presented to the Board of Education on April 13, **2004**.
- b) Pursuant to Board Policy IA, Instructional Goals and Objectives, music **Major Instructional Goals (MIGS) and objectives had been developed and have been now revised**. Such revisions were made based upon the recommendations presented in the Music Program Evaluation Report. The goals are statements defining the basic and advanced knowledge and skills a student will acquire in a course or at a grade level. They are developed around “major concepts” or “big ideas,” taking advantage of natural connections within a discipline and avoiding undue emphasis of minute details and factoids.
- c) The objectives related to each goal further define performance objectives for students, identify tasks to be performed by teachers in giving life to those objectives, and help determine means for evaluating student progress. **Major Instructional Goals form the foundation of measurable learner objectives for the soon-to-be developed curriculum guides**. The MIGs guide the District’s effort in achieving the Missouri School Improvement Program (MSIP) Performance Standards.
- d) The National and State **Fine Arts Framework subjects are: dance, music, theatre, and visual arts**. Each of the four areas shares four strands which include A. History, B. Criticism/Analysis, C. Aesthetics, and D. Performance. The state has created an integrated Fine Arts **MAP assessment to be given at the 5th grade** level. No other assessments have been developed at this time.
- e) The Missouri Department of Education has not created Grade Level Expectations; however, the state **Fine Arts K-12 Curriculum Framework provides Knowledge and Performance Standards** for three different grade spans.
 - What Students Should Know, K-4, 5-8, 9-12
 - What Students Should Do, K-4, 5-8, 9-12
 - Sample Learning Activities, K-4, 5-8, 9-12

f) To ensure inclusion of adequate learner standards, the music MIGs and objectives have been **aligned** to the following sources:

- National Music Standards
- Show-Me Fine Arts Standards
- Curriculum Framework for Knowledge and Performance Standards
- Vocabulary identified for mastery by the 4th and 8th grade levels

The MIGs also include:

- Subject Integration References for the Fine Arts and for Content Areas

K-12 MUSIC MAJOR INSTRUCTIONAL GOALS WRITERS AND EDITORS

The following is a list of teachers that served on the Music Curriculum Revision Committee for the purpose of editing and writing new major instructional goals and objectives.

Elementary, Grades K-5

Staci Baker, Weller and Fremont
Anita Hartley, Gray
Nancy Martin, Mann and Boyd
Robert Reed, Truman
Vicky Scott, Cowden and Holland
Karen Snyder, Sherwood and Hickory Hills Elementary
Kim Snyder, Westport and Pepperdine Learning Center

Secondary Band

Libby Chappell, Jarrett
Eric Kurre, Parkview and Pershing
Troy Peterson, Kickapoo
Liz Sauer, Pershing
Carla Wootten, Pleasant View
Becky Wells, Cherokee
Jim Zinecker, Cherokee

5th Grade Strings and Secondary Orchestra

Bryan Arata, Parkview and Carver
Lisa Brite, Hillcrest and Reed
Esther Henry, Jarrett
Andy Johnston, Glendale
Elizabeth Johnston, Pershing
Philip Thomas, Central and Cherokee

Secondary Vocal

Carol Akers, Hillcrest
Nate Cornelius, Reed
Debbie Futrell, Pleasant View
Willie Gega, Parkview
Nancy Hagan, Carver
Kevin Hawkins, Glendale
Cheryll Moll, Jarrett
Alberta Smith, Central

VOCAL
ELEMENTARY, MIDDLE, AND HIGH SCHOOL
MAJOR INSTRUCTIONAL GOALS

Kindergarten Music

Music Strands as Major Instructional Goals with Objectives
(*Frequently Used Terms* tested at 5th grade are **bolded** and underlined;
Integrated Vocabulary in bold only, is introduced for 8th grade mastery)
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Recognize a party song and another song for a differing **function**, such as one for a holiday or patriotic event.
2. Learn about music from **traditional cultures: Asian, African, Native American**
3. Learn about music from **historical periods: American/Colonial, American/Western Expansion, American/Civil War, Classical, Modern**

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify a sound source as a voice or an **instrument**
2. Aurally and visually identify various rhythm **instruments**
3. Identify a **march**

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Distinguish between loud and soft sounds
2. Distinguish between high and low sounds
3. Distinguish between fast and slow **tempos**

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Maintain a **steady beat** through body movement and playing instruments
2. Understand the meaning of **band**, as in rhythm **band**
3. Echo **rhythm** patterns
4. Create **rhythms** playing or using body percussion
5. Sing a series of pitches that move up, down, or stay the same
6. Aurally and visually identify pitches as moving up, down, or staying the same
7. Create a series of pitches on a keyboard
8. Perform **folk songs**

Integration of Content Areas and the Fine Arts

1. Refer to the Kindergarten Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested, Frequently Used Terms.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

First Grade Music

Music Strands as Major Instructional Goals with Objectives
(*Frequently Used Terms* tested at 5th grade are **bolded** and **underlined**;
Integrated Vocabulary in bold only, is introduced for 8th grade mastery)
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Recognize two or more songs for differing **functions**, such as a **lullaby** or one for a holiday, patriotic, or religious or **sacred** event
2. Learn about music from **traditional cultures: Asian, African, Native American**
3. Learn about music from **historical periods: American/Colonial, American/Western Expansion, American/Civil War, Classical, Modern**

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify the **timbre** of voices
2. Aurally identify parts A and B in AB or ABA **form**
3. Distinguish between performing a **melody** alone and then with **harmony**, **instrumental accompaniment**
4. Demonstrate appropriate audience behavior for school programs

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Distinguish between long and short sounds
2. Create or **compose** a **rhythm** pattern using eighth and quarter values
3. Interpret the mood or **style** of a composition
4. Perform on rhythm instruments a variety of **tone colors** and articulations: strike, shake, **staccato** short sounds, ringing long sounds, and so forth

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Perform written **rhythm** patterns using eighth, quarter, and half notes
2. Echo **melodic** intervals of 5-3-6 or so-mi-la (solfege) in various combinations
3. Sing **melodies** in tune using the intervals above in the keys of C, F, G
4. Identify line and space notes
5. Read the **melodic** patterns of the above intervals on a two or three line staff

Integration of Content Areas and the Fine Arts

1. Refer to the First Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested, Frequently Used Terms.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Second Grade Music

Music Strands as Major Instructional Goals with Objectives
*((Frequently Used Terms tested at 5th grade are **bolded** and underlined;
Integrated Vocabulary in bold only, is introduced for 8th grade mastery)*
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Define **folk music**
2. Identify music which functions as a **work song**
3. Identify **call and response**
4. Recognize and identify one or more **compositions** which are representative of **classical** and **popular styles**
5. Learn about music from **traditional cultures: Asian, African, Native American**
6. Learn about music from **historical periods: American/Colonial, American/Western Expansion, American/Civil War, Classical, Modern**

MF-II.B. Criticism/Analysis Strand. **MF-II.B. Criticism/Analysis Strand.** Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Describe the differing **tone qualities** of various **rhythm instruments**
2. Demonstrate knowledge of the term “D.C. al fine”
3. Identify musical symbols for staff, treble clef, bar lines, measures, double bar, repeat sign, forte, piano, and **fermata**
4. Perform an **ostinato** with a **melody**
5. Define **notation** and the music alphabet
6. Demonstrate appropriate audience behavior for school programs

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Aurally distinguish between **melody** and **harmony**
2. Compare and contrast the **styles** of two compositions

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Demonstrate body movements which enhance the effect of music
2. Perform written **rhythm** patterns using quarter rests, eighth, quarter, and half notes
3. **Compose** and notate a **rhythm** pattern
4. Visually recognize musical steps, skips, and repeated tones
5. Echo **melodic** intervals in various combinations of 5-3-6 adding 1 and then 2 or using solfege syllables
6. Sing **melodies** in tune using the intervals above in the keys of C, F, G
7. Read the melodic patterns above in various combinations
8. Define the term **lyrics** and perform from written text music of more than one verse of **lyrics**

Integration of Content Areas and the Fine Arts

1. Refer to the Second Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested, Frequently Used Terms.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Third Grade Music

Music Strands as Major Instructional Goals with Objectives
*(Frequently Used Terms tested at 5th grade are bolded and underlined;
Integrated Vocabulary in bold only, is introduced for 8th grade mastery)*
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Describe how music can **function** for sacred and secular settings
2. Identify spiritual and jazz improvisation
3. Recognize and identify two or more significant **compositions**.
4. Define program music such as “Peter and the Wolf”
5. Describe the job of a conductor
6. Learn about music from **traditional cultures: Asian, African, Native American**
7. Learn about music from **historical periods: American/Colonial, American/Western Expansion, American/Civil War, Classical, Modern**

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Aurally and visually identify the orchestral instruments
2. Differentiate between the instrumentation of a band and an orchestra
3. Describe the way strings, brass, woodwinds, and percussion produce sound and their differing tone qualities
4. Discriminate within instrumental families between **high and low ranges**
5. Aurally identify musical phrases and the **line** they create together
6. Recognize when the **shape** of a phrase is musical
7. Explain how singing a round creates harmony and different textures
8. Demonstrate appropriate audience behavior for a formal performance
9. Analyze the behavior of a conductor and the response of an ensemble

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify dynamic terms and symbols of mezzo-forte, mezzo-piano, crescendo, and decrescendo
2. Identify tempos of largo, moderato, and allegro
3. Identify when performed music changes in expression
4. **Compose** and notate a four-measure melodic phrase with repeat bar using expression symbols

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Perform written **rhythm** patterns using quarter rests, eighth, quarter, half, and whole notes
2. Describe how a rest represents silent **space**
3. Echo **melodic** intervals in various combinations of 5-3-6-1-2-5-6-8 or using solfege
4. Sing **melodies** in tune using the intervals above
5. Read **melodic** patterns using the intervals above
6. Read and sing **melodic** intervals repeating the same **sequence** in a second key, e.g., C then F, F then G, C then G
7. Create and notate a **melody** comprised of steps and skips, including the home tone
8. Name the lines and spaces of the treble clef
9. **Improvise** a verbal **ostinato** or chant

Integration of Content Areas and the Fine Arts

1. Refer to the Third Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested, Frequently Used Terms.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Fourth Grade Music

Music Strands as Major Instructional Goals with Objectives
(*Frequently Used Terms* tested at 5th grade are **bolded** and **underlined**;
Integrated Vocabulary in bold only, is introduced for 8th grade mastery)
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Identify a significant **ceremonial** work written for a specific **function**
2. Recognize a selected sampling of patriotic and **folk songs** that is representative of Missouri, the United States, and other countries
3. Identify a **classical** work as **modern** or as coming from **long ago**
4. Identify **waltz**
5. Learn about music from **traditional cultures: Asian, African, Native American**
6. Learn about music from **historical periods: American/Colonial, American/Western Expansion, American/Civil War, Classical, Modern**

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Aurally identify the **form** of theme and variations
2. Describe how a theme is created by **melody** and **rhythm** and any other pertinent characteristics of **melody**
3. Describe how each musical element can create unity and **contrast** in a **composition**
4. Explain the difference in voicings for a **choir** in elementary school versus one in middle school
5. Demonstrate appropriate audience behavior for a formal performance

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify dynamic terms and symbols of pianissimo and fortissimo
2. Define **tempo** terms of andante, **ritardando/ritard**, and **accelerando**
3. Describe how **dynamics**, **tempo**, instrumentation, and **form** affect the mood and construction of a **composition**
4. Define a music **phrase**
5. Compose and notate two, two- or four-measure **phrases** using expressive elements
6. Use a composed **phrase** as a theme on which to **improvise**

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Perform written **rhythms** using eighth and quarter rests, sixteenth, eighth, quarter, half, and whole notes
2. Echo **melodic** intervals in various combinations of 5-3-6-1-5-6-8-4-7 or using solfege
3. Sing **melodies** in tune using the intervals above
4. Read **melodic** patterns with the above intervals in various combinations
5. Define simple key signatures relating them to the home tone of a **scale**
6. Sing songs that use descant, **ostinato**, rounds, and two-part harmony
7. Create a four-measure **melodic answer** to a previously composed melodic question
8. Perform phrases in **legato** style

Integration of Content Areas and the Fine Arts

1. Refer to the Fourth Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested, Frequently Used Terms.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Fifth Grade Music

Music Strands as Major Instructional Goals with Objectives (Frequently Used Terms tested at 5th grade are **bolded** and **underlined**; Integrated Vocabulary in bold only, is introduced for 8th grade mastery) 2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Group a selection of aural examples of music into broad categories of **functionality**, **ethnically** influenced, and representative **historical periods**
2. Recognize three or more compositions and **composers** who are representative of **classical** and **popular** styles
3. Aurally recognize art music
4. Learn about music from **traditional cultures: Asian, African, Native American**
5. Learn about music from **historical periods: American/Colonial, American/Western Expansion, American/Civil War, Classical, Modern**

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Differentiate using the above elements, among **melody** in **unison**, **melody** and **ostinato**, **canons**, and **melody** with more complex **accompaniments**
2. Identify **forms** in various combinations of A and B such as AABAABA
3. Identify the differences among **solo**, **duet**, **trio**, and **quartet**
4. Describe the principles of time signatures
5. Demonstrate appropriate audience behavior for a formal performance

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Define the **dynamic** term of diminuendo and identify all previously note **dynamic** abbreviations such as f, p, ff, pp, mf, mp, **cresc.**, **decresc.**, **rit.**, dim.
2. Define **tempo** terms of adagio and presto
3. Compare and contrast compositions which characterize a variety of **tempos**, time signatures, tonality, and time periods
4. Describe how changes in **instrumental balance** create a change in the expression of the music
5. List specific **instruments** which create **special expressive effects** such as harp, a variety of other percussive instruments
6. Perform music of various **styles**

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Perform written **rhythms** using sixteenth notes and rests to long values of whole notes and rests
2. Read music with the time signatures of $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{6}{8}$
3. Echo **melodic** intervals in various combinations of 5-3-6-1-5-6-8-4-7 or use solfege
4. Sing **melodies** in tune using the intervals above
5. Read **melodic** patterns with the above intervals in various combinations
6. Read and sing **choir** music
7. Identify music which is major or minor centered (1/6 or do/la)
8. Define simple key signatures of C, G, F Major relating them to the home tone
9. Define the whole and half step
10. **Improvise** a rhythmic accompaniment and **melodic** embellishments

Integration of Content Areas and the Fine Arts

1. Refer to the Fifth Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested, Frequently Used Terms.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Sixth Grade Vocal and General Music
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize melodies from various historical periods
2. Identify a significant performer from at least one period
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and define the elements of music
2. Identify relationships between materials used to construct and play instruments
3. Identify the different choral voicings
4. Explain the relationship between melody and harmony
5. Recognize when different vocal sections have different melodies and rhythms
6. Develop listening skills to differentiate between various textures
7. Explain the form of performed music
8. Compare the elements of music to other art forms: dance, theatre, visual arts
9. Demonstrate appropriate performance and audience behavior

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify combinations of elements and their various treatments in order to create expression
2. Evaluate differences among styles
3. Recognize repetition and contrast when listening
4. Identify dynamic terms and symbols for expression
5. Identify tempo terms
6. Describe slurs, phrasing and other forms of articulation

7. Define, compare, and contrast specific expressive terms from the Fine Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Develop correct practice habits
2. Demonstrate proper posture and breath support for singing and/or performing an instrument
3. Produce appropriate vocal tone quality
4. Perform music appropriate in range and technique for the developing voice
5. Name the notes of the treble and bass clefs
6. Identify four major key signatures: C, G, F, Bb
7. Visually and aurally identify intervals
8. Sing melodic intervals
9. Sing music written in two or more parts
10. Count and clap rhythms
11. Demonstrate knowledge of octavo scoring and the location of specific voice parts
12. Sight-read vocal music
13. Compose simple melodies with improvised accompaniment
14. Compare music products with other creations from dance, theatre, and the visual arts

Integration of Content Areas and the Fine Arts

1. Refer to the 6th Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested Integrated Vocabulary.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Seventh Grade Vocal and General Music
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize significant themes from various historical periods
2. Identify a significant performer from at least two periods
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and define the elements of music
2. Identify relationships between materials used to construct and play instruments and the resulting variations in tone color
3. Explain the use of rhythm in creating melody
4. Explain the relationship between melody and harmony in a performance ensemble
5. Recognize changing sections in the creation of form
6. Develop listening skills to differentiate between various textures and how they can change in a single composition
7. Aurally identify different vocal styles
8. Compare the elements of music to other art forms: dance, theatre, visual arts
9. Demonstrate appropriate performance and audience behavior

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify combinations of elements and their various treatments in order to create expression
2. Evaluate what changes in music to create a different style or type of music

3. Recognize repetition and contrast when listening and its effect upon the listener
4. Identify dynamic terms and symbols
5. Identify tempo terms creating changes in expression
6. Describe slurs, phrasing, and other forms of articulation
7. Compose melodies demonstrating repetition and contrast
8. In a composition, performance, or improvisation, use expressive elements
9. Define, compare, and contrast specific expressive terms from the Fine Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Continue to use correct practice habits
2. Sing music written in a minimum of two or three parts
3. Demonstrate proper posture and breath support for singing and/or performing an instrument
4. Produce appropriate vocal tone quality
5. Perform in a large ensemble with accuracy and expression
6. Name the notes of the Grand Staff with leger lines
7. Sing intervals in a major and a minor key
8. Identify six major key signatures: C, G, D, F, Bb, Eb
9. Count and clap rhythms
10. Visually identify the intervals in a major or minor key
11. Aurally identify the intervals in a major or minor key
12. Sing a part from an octavo score
13. Sight-sing or play simple rhythms and melodies with skips based on intervals in the major keys
14. Compose a melody with varied accompaniment such as basic chords, rhythm instruments, ostinato, body percussion and movement
15. Notate given rhythmic and melodic variations for given pentatonic melodies and melodies in major keys
16. Compare music products with other creations from dance, theatre, and the visual arts

Integration of Content Areas and the Fine Arts

1. Refer to the 7th Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested Integrated Vocabulary.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Eighth Grade Vocal and General Music
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize significant works and composers from various historical periods
2. Identify a significant performer from at least three periods
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and define the elements of music
2. Recognize how melody and rhythm combine to create themes
3. Explain how changes in texture can change the mood of a composition
4. Listen for the interaction between themes and harmony in creating form
5. Identify tonality as major or minor
6. Aurally identify different vocal styles
7. Compare the elements of music to other art forms of dance, theatre, visual arts using, but not limited to, shared concepts such as: level, space, time, director, abstract, balance, background/accompaniment, center of interest/climax, color/tone, contrast, fantasy, form, line, pattern, shade, shape, texture
8. Demonstrate appropriate performance and audience behavior

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify combinations of elements and their various treatments in order to create expression when listening or performing
2. Identify dynamic terms and symbols for extended expression
3. Identify tempo terms creating more subtle changes in expression
4. Develop expressive performing by using contrasting dynamics, articulations, and correct phrasing and intonation
5. Recognize repetition and contrast when listening and how it creates a unique form for expression

6. Listen to and analyze a wide variety of music
7. Improvise in various ways such as having one section sing a pentatonic melody and others improvise using the same scale; add instruments—focus upon expression
8. Create sound collages using traditional and/or nontraditional notation and instrumentation
9. Define, compare, and contrast specific expressive terms from the Fine Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Continue to maintain correct practice habits
2. Demonstrate proper posture and breath support for singing and/or performing an instrument
3. Produce appropriate vocal tone quality
4. Name the notes of the Grand Staff, treble and bass, and those on leger lines
5. Identify six major key signatures: C, G, D, F, Bb, Eb
6. Visually identify the intervals in a major or minor key
7. Aurally identify the intervals in a major or minor key
8. Sing the intervals in major and minor keys
9. Sing music written in three or more parts
10. Sing a part from an octavo score
11. Count and clap rhythms
12. Sight-sing melodies
13. Create and perform a musical composition, dance, or a musical theatre production
14. Present a visual arts product accompanied with representative, expressive music which may be newly composed or selected from previously created literature
15. Create art products by integrating two or more forms from: dance, music, theatre, and visual arts
16. Compare music products with other creations from dance, theatre, and the visual arts

Integration of Content Areas and the Fine Arts

1. Refer to the 8th Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested Integrated Vocabulary.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Middle School Choir
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize significant works and composers from various historical periods and styles
2. Identify internationally recognized performers
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting ethnic and nationalistic influences
5. Relate music to particular functions in society
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and recognize the elements of music as utilized in a choral piece
2. Recognize how melody and rhythm combine to create themes
3. Explain how changes in texture can change the mood of a composition
4. Listen for the interaction between themes and harmony in creating form
5. Aurally identify different vocal styles
6. Evaluate a choir performance
7. Compare the elements of music to other art forms of dance, theatre, visual arts using, but not limited to, shared concepts such as: level, space, time, director, abstract, balance, background/accompaniment, center of interest/climax, color/tone, contrast, fantasy, form, line, pattern, shade, shape, texture
8. Demonstrate appropriate performance and audience behavior

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify combinations of elements and their various treatments in order to create expression when listening or performing
2. Identify dynamic terms and symbols for extended expression
3. Recognize differences in tempo creating more subtle changes in expression
4. Identify tonality as major or minor

5. Develop expressive performing by using contrasting dynamics, articulations, and correct phrasing and intonation
6. Recognize repetition and contrast when listening and how it creates a unique form for expression
7. Improvise in various ways such as having one section sing a pentatonic melody and others improvise using the same scale; add instruments—focus upon expression
8. Listen to and analyze a wide variety of music
9. Create sound collages using traditional and/or nontraditional notation and instrumentation
10. Define, compare, and contrast specific expressive terms from the Fine Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Continue to maintain correct practice habits
2. Sing music written in three or more parts
3. Identify nine major key signatures: C, G, D, A, E, F, Bb, Eb, Ab
4. Visually identify the intervals in a major or minor key
5. Aurally identify the intervals in a major or minor key
6. Sing intervals in major or minor keys
7. Count and clap rhythms
8. Perform solo literature with correct breath support, pitch, rhythm, diction, phrasing
9. Perform ensemble literature
10. Perform choral literature conscious of vocal blend and the balance among sections
11. Perform all elements of a given piece of literature as interpreted by the conductor
12. Sight-sing melodies
13. Participate in formal performances

Integration of Content Areas and the Fine Arts

1. Refer to the 8th Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested Integrated Vocabulary.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

High School Chorus I
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

Course Description

Chorus I is a vocal music class open without prerequisite to any student. The class will present some public performances, but it will be primarily devoted to instruction in basic singing skills and general musical knowledge. This course may be repeated for credit.

Rationale

To develop basic skills for further study in choir and music.

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize significant works and composers from various historical periods and styles
2. Identify internationally recognized performers
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting ethnic and nationalistic influences
5. Relate music to particular functions in society which have developed throughout history and in different social climates
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and recognize the elements of music as utilized in a choral piece
2. Identify scientific characteristics of sound
3. Recognize how melody and rhythm combine to create themes
4. Explain how changes in texture can change the mood of a composition
5. Listen for the interaction between themes and harmony in creating form
6. Identify tonalities as major or minor
7. Develop listening skills to differentiate among various textures, forms, and melodies to create a work of understanding
8. Aurally identify different choral styles by analyzing the music elements

9. Evaluate a choir performance
10. Compare the elements of music to other art forms of dance, theatre, visual arts using, but not limited to, shared concepts such as: level, space, time, director, abstract, balance, background/accompaniment, center of interest/climax, color/tone, contrast, fantasy, form, line, pattern, shade, shape, texture
11. Demonstrate appropriate performance and audience behavior dependent upon the social setting

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify dynamic terms and symbols for expression in Level II-IV music
2. Develop expressive playing by using contrasting dynamics, articulations, and correct phrasing and intonation
3. Recognize differences in tempo
4. Discuss the elements contributing to expression in music presented in aural or written form
5. Recognize repetition and contrast when listening
6. Critique a personal or large ensemble performance for presence of or lack of aesthetic components
7. Evaluate differences among choral styles
8. Improvise on a familiar melody using expressive traits
9. Compare selected musical works by indicating musical elements and techniques used in the works that categorize them by style or historical period
10. Perform with an understanding of the expressive gestures of the conductor
11. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Maintain correct practice habits
2. Identify nine major key signatures: C, G, D, A, E, F, Bb, Eb, Ab
3. Sing music written in three or more parts
4. Visually identify the intervals in a major or minor key
5. Aurally identify the intervals in a major or minor key
6. Sing intervals in major or minor keys
7. Count, speak, and clap rhythms
8. Perform literature with correct breath support, pitch and intonation, rhythm, diction, phrasing
9. Perform solo and ensemble literature
10. Perform choral literature conscious of vocal blend and the balance among sections

11. Perform all elements of a given piece of literature as interpreted by the conductor
12. Sight-sing melodies
13. Participate in formal performances

Integration of Content Areas and the Fine Arts

1. Refer to the High School Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

High School Chorus II
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

Course Description

Chorus II is open to any student who has successfully completed Chorus I and has permission for enrollment from the instructor. The class is a continuation of Chorus I and is a basic vocal skills and knowledge class with increased opportunities for large choral and small ensemble performance. This course may be repeated for credit.

Rationale

To develop basic skills for performance and further study is choral music.

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize works and composers of a basic repertoire of levels II-IV choral literature from the Renaissance, Baroque, Classical, Romantic, early 20th Century, and Contemporary style periods identifying the musical elements and techniques used in the works
2. Identify the music elements and techniques used by the performers that categorize them by styles or historical context
3. Identify internationally recognized performers
4. Relate music to various ethnic and cultural influences through time
5. Identify composers, themes, and performers reflecting ethnic and nationalistic influences
6. Relate music to particular functions in society which have developed throughout history and in different social climates
7. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and recognize the elements of music as utilized in a choral piece
2. Identify scientific characteristics of sound

3. Recognize how melody and rhythm combine to create themes
4. Explain how changes in texture can change the mood of a composition
5. Listen for the interaction between themes and harmony in creating form
6. Identify complex forms beyond combinations of AB and theme and variations
7. Identify tonalities as major or minor
8. Develop listening skills to differentiate among various textures, forms, and melodies to create a work of understanding
9. Compare and contrast the musical elements of varied choral styles and periods
10. Evaluate a choir performance
11. Compare the elements of music to other art forms of dance, theatre, visual arts using, but not limited to, shared concepts such as: level, space, time, director, abstract, balance, background/accompaniment, center of interest/climax, color/tone, contrast, fantasy, form, line, pattern, shade, shape, texture
12. Demonstrate appropriate performance and audience behavior dependent upon the social setting

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify dynamic terms and symbols for expression in Level II-IV music
2. Develop expressive playing by using contrasting dynamics, articulations, and correct phrasing and intonation
3. Recognize differences in tempo
4. Discuss the elements contributing to expression in music presented in aural or written form
5. Recognize repetition and contrast when listening
6. Critique a personal or large ensemble performance for presence of or lack of aesthetic components
7. Evaluate differences among choral styles
8. Improvise on a familiar melody using expressive traits
9. Compare selected musical works by indicating musical elements and techniques used in the works that categorize them by style or historical period
10. Perform with an understanding of the expressive gestures of the conductor
11. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Maintain correct practice habits
2. Name the notes of the Grand Staff including leger lines
3. Identify nine major key signatures: C, G, D, A, E, F, Bb, Eb, Ab
4. Sing music written in three or more parts

5. Visually and aurally identify the intervals in a major or minor key
6. Visually and aurally identify intervals of half step through major seventh as played on the piano
7. Sing intervals in major or minor keys
8. Count, speak, and clap rhythms
9. Demonstrate correct posture, vocal tone production, breath control, and placement
10. Demonstrate accurate intonation with proper choral diction
11. Perform choral literature conscious of vocal blend and the balance among sections
12. Perform all elements of a given piece of literature as interpreted by the conductor to include phrasing and expression
13. Perform a basic repertoire of levels II-IV choral literature from the Renaissance, Baroque, Classical, Romantic, early 20th Century, and Contemporary style periods
14. Sight-sing notation to include major, minor, and perfect intervals
15. Improvise on a familiar tune
16. Perform solo and ensemble literature
17. Participate in formal performances

Integration of Content Areas and the Fine Arts

1. Refer to the High School Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

High School Choir
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

Course Description

Choir is primarily a performance ensemble. Membership is available by audition. The prerequisite is Chorus I and/or Chorus II or approval of the instructor. Daily rehearsals are primarily for the purpose of learning a wide variety of choral literature to be performed at community and school concerts. Advanced instruction is provided in individual vocal technique and ensemble performance. Additionally, the opportunity is provided on an extracurricular basis for solo, chamber ensemble, and choral festival experiences. This course may be repeated for credit.

Rationale

To develop advanced musicianship for performance and further study in choral music.

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize works and composers of a basic repertoire of levels II-IV choral literature from the Renaissance, Baroque, Classical, Romantic, early 20th Century, and Contemporary style periods identifying the musical elements and techniques used in the works
2. Identify the music elements and techniques used by the performers that categorize them by styles or historical context
3. Identify internationally recognized performers
4. Compare musical works, composers, or performers of different ethnic and cultural influences by distinguishing the similar and different musical elements and techniques utilized
5. Identify literature, composers, and performers who portray nationalistic influences
6. Relate music to particular functions in society which have developed throughout history and in different social climates
7. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and recognize the elements of music as utilized in a choral piece
2. Identify the acoustical properties of sound
3. Recognize how melody and rhythm combine to create themes
4. Explain how changes in texture can change the mood of a composition
5. Listen for the interaction between themes and harmony in creating form
6. Identify tonalities as major or minor
7. Develop listening skills to differentiate among various textures, forms, and melodies to create a work of understanding
8. Compare and contrast the musical elements of varied choral styles and periods
9. Evaluate a solo, ensemble, or choral performance as an observer and as a performer
10. Compare the elements of music to other art forms of dance, theatre, visual arts using, but not limited to, shared concepts such as: level, space, time, director, abstract, balance, background/accompaniment, center of interest/climax, color/tone, contrast, fantasy, form, line, pattern, shade, shape, texture
11. Demonstrate appropriate performance and audience behavior dependent upon the social setting

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify dynamic terms and symbols for expression in Level II-IV music
2. Develop expressive singing by using contrasting dynamics, articulations, and correct phrasing and intonation
3. Discuss the elements contributing to expression in music presented in aural or written form such as changing tempos
4. Explain the relationship between text and musical phrasing
5. Demonstrate an awareness of choral structure within a choral work
6. Critique a personal or large ensemble performance for presence of or lack of aesthetic components
7. Evaluate differences among choral styles
8. Select and defend expressive ways of producing music in personal performances and compositions
9. Improvise on a familiar melody using expressive traits
10. Compare selected musical works by indicating musical elements and techniques used in the works that categorize them by style or historical period
11. Compose and arrange music using traditional or nontraditional sound sources
12. Perform with an understanding of the expressive gestures of the conductor
13. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Maintain correct practice habits
2. Name the notes of the Grand Staff including leger lines
3. Identify nine major key signatures: C, G, D, A, E, F, Bb, Eb, Ab
4. Demonstrate continuing technical development of vocal proficiency when singing, alone and in small and large ensembles, accurately and independently, with expression and technical accuracy
5. Read and perform individual parts in a vocal or instrumental ensemble from increasingly complex musical scores
6. Demonstrate correct posture, vocal tone production, breath control
7. Demonstrate appropriate vocal placement, resonance, diction, and intonation
8. Perform choral literature conscious of vocal blend and the balance among sections
9. Perform with appropriate phrasing and expression
10. Perform all elements of a given piece of literature as interpreted by the conductor
11. Perform a basic repertoire of levels II-IV choral literature from the Renaissance, Baroque, Classical, Romantic, early 20th Century, and Contemporary style periods
12. Demonstrate proper pronunciation of sung English, Latin, German, and Italian
13. Sing music written in four or more parts
14. Count, speak, and clap rhythms
15. Sight-sing notation to include major, minor, and perfect intervals
16. Improvise melodies and rhythms
17. Perform solo and ensemble literature
18. Participate in formal performances

Integration of Content Areas and the Fine Arts

1. Refer to the High School Content Area MIGS found on the SPS website, <http://sps.k12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Advanced Placement Music Theory
Grade Eleven and Twelve, One-Half Unit
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

Course Description

The purpose of the Advanced Placement Music Theory course is to provide a program of study which allows academically and musically accelerated high school students the opportunity to pursue college level Music Theory. This course will provide the highly motivated music student with educational and musical opportunities beyond the regular performance ensembles for a thorough, rigorous, and challenging course of study. The class will require musical analysis, synthesis and evaluation skills, as well as regular outside of class assignments and projects. This course is designed to prepare the students for the Advanced Placement Music Theory Test. This course may be repeated for credit.

Rationale

To develop the technical skills needed to evaluate, analyze, arrange, and compose music.

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Define the Western European historical periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and write all major and minor key signatures
2. Visually and aurally identify all major, minor, diminished, augmented, and perfect intervals
3. Visually and aurally identify a variety of scales: major, minor (melodic, harmonic, and natural), modes, pentatonic, chromatic, and whole tone
4. Visually and aurally identify a variety of chords to include major, minor, augmented and diminished triad, and 7th and 9th
5. Visually and aurally identify cadences to include perfect authentic, imperfect authentic, plagal, and half
6. Visually and aurally identify rhythm note and rest patterns to include whole, half, quarter, eighth, and sixteenth

7. Define musical notation of the Grand Staff
8. Define and notate basic harmonization in 18th century style for four parts, including the figured bass
9. Analyze and identify musical forms of standard works including sonata-allegro, rondo, and fugue
10. Select music from a variety of styles found in daily life and use music vocabulary to document or explain reasons for listening to one or another

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Define dynamic terms and symbols
2. Define all tempo vocabulary
3. Define articulation terms and symbols
4. Describe how various styles create variation in interpretations
5. Demonstrate fundamentals of musical composition, including creation and notation of a sixteen-measure melody with harmonization and appropriate terminology
6. Compare musical works of different ethnic influences by differentiating among the similar and different music elements and techniques used

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Demonstrate keyboard skills, including the performance of:
 - *all major and minor scales
 - *harmonic progressions of I IV V I and ii V I
 - *various chords of major, minor, augmented, and diminished in the keys of C, F, and G
2. Demonstrate basic principles of sequencing and musical notation using a computer
3. Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major key signatures using a chosen medium
4. Utilize diverse traditional, nontraditional, and/or electronic sound sources to improvise or compose
5. Compose alterations and variations in existing notation and/or notation of student invention for traditional and nontraditional sound sources

Integration of Content Areas and the Fine Arts

1. Refer to the High School Content Area MIGS found on the SPS website, <http://sps.k12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

BAND

MIDDLE AND HIGH SCHOOL

MAJOR INSTRUCTIONAL GOALS

Sixth Grade Band
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Recognize 4-8 measure themes from significant works
2. Identify a significant performer from at least one period
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and define the elements of music
2. Identify relationships between materials used to construct and play instruments
3. Explain why some instruments sound higher while others sound lower
4. Explain the relationship between melody and harmony
5. Recognize when band sections have different melodies and rhythms
6. Develop listening skills to differentiate between various textures
7. Explain the form of performed music
8. Compare the elements of music to other art forms: dance, theatre, visual arts
9. Demonstrate appropriate performance and audience behavior

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify how various combinations of music elements create different responses in the listener
2. Evaluate differences of expression in different styles of music
3. Recognize repetition and contrast when listening
4. Identify dynamic terms and symbols for expression
5. Identify tempo terms
6. Describe slurs, phrasing, and other forms of articulation
7. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Practice correct instrument care and maintenance
2. Develop correct practice habits
3. Demonstrate correct posture, instrument position, and breath support
4. Perform music graded Level I
5. Name lines and spaces of the appropriate clef
6. Read note accidentals recognizing whole and half steps for particular keys
7. Maintain beat according to the meter signature
8. Clap or perform rhythms in Level I music
9. Use correct fingerings and listening skills needed in matching pitch
10. Produce correct tonguing and intonation
11. Perform three, one-octave major scales: concert Eb, F, Bb
12. Perform scales and melodies on bells/xylophone
13. Percussionist perform rudiments and prepared music on snare drum
14. Sight-read music
15. Compose and arrange music up to eight measures
16. Perform alone and in ensemble

Integration of Content Areas and the Fine Arts

1. Refer to the Sixth Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested Integrated Vocabulary.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Seventh Grade Band
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Recognize 8-16 measure themes from significant works
2. Identify a significant performer from at least two periods
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and define the elements of music
2. Identify relationships between materials used to construct and play instruments and the resulting variations in tone color
3. Explain the use of rhythm in creating melody
4. Explain the relationship between melody and harmony in a performance ensemble
5. Recognize changing sections in the creation of form
6. Develop listening skills to differentiate between various textures and how they can change in a single composition
7. Aurally identify different band styles
8. Compare the elements of music to other art forms: dance, theatre, visual arts
9. Demonstrate appropriate performance and audience behavior

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify combinations of music elements and their various treatments in order to create expression
2. Evaluate what changes in music to create a different style or type of music
3. Recognize repetition and contrast when listening and its effect upon the listener

4. Identify dynamic terms and symbols
5. Identify tempo terms creating changes in expression
6. Describe slurs, phrasing, and other forms of articulation
7. Compose melodies demonstrating repetition and contrast
8. In a composition, performance, or improvisation, use expressive elements
9. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Maintain correct instrument care and maintenance
2. Continue to use correct practice habits
3. Perform music graded Levels I-II
4. Name the lines and spaces of the extended staff for the appropriate clef
5. Demonstrate correct posture, instrument position, and breath support
6. Learn to adjust pitch by controlling the instrument's air speed and embouchure for in tune playing
7. Use correct fingerings as note ranges extend
8. Demonstrate appropriate tone quality
9. Maintain beat according to the meter signature
10. Clap or perform written rhythms in Levels I-II music
11. Perform five one-octave major scales: F, Bb, Eb, Ab, and possibly C
12. Perform the one-octave chromatic scale
13. Sight-read band music
14. Perform scales and melodies on bells/xylophone
15. Percussionist perform the full range of instrumentation
16. Perform alone and in ensemble
17. Notate given rhythmic and melodic variations for given pentatonic melodies and melodies in major keys
18. Compare music products with other creations from dance, theatre, and the visual arts

Integration of Content Areas and the Fine Arts

1. Refer to the Seventh Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under "Curriculum/Library" and then under "Major Instructional Goals."
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested Integrated Vocabulary.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Eighth Grade Band
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize significant works and composers from various historical periods
2. Identify a significant performer from at least three periods
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and define the elements of music
2. Recognize how melody and rhythm combine to create themes
3. Explain how changes in texture can change the mood of a composition
4. Listen for the interaction between themes and harmony in creating form
5. Identify tonality as major or minor
6. Aurally identify different band styles
7. Compare the elements of music to other art forms: dance, theatre, visual arts using, but not limited to, shared concepts such as: level, space, time, director, abstract, balance, background/accompaniment, center of interest/climax, color/tone, contrast, fantasy, form, line, pattern, shade, shape, texture
8. Demonstrate appropriate performance and audience behavior

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify combinations of elements and their various treatments in order to create expression when listening or performing
2. Identify dynamic terms and symbols for extended expression
3. Identify tempo terms creating more subtle changes in expression
4. Develop expressive playing by using contrasting dynamics, articulations, and correct phrasing and intonation

5. Recognize repetition and contrast when listening and how it creates a unique form for expression
6. Listen to and analyze a wide variety of music
7. Improvise in various ways such as having one section play a pentatonic melody and others improvise using the same scale; add percussion as directed—focus upon expression
8. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Maintain correct instrument care and maintenance
2. Continue to use correct practice habits
3. Demonstrate correct posture, instrument position, and breath support
4. Perform music graded Levels I-III
5. Name note names, leger lines, and intervals for an instrument's range
6. Demonstrate correct fingerings
7. Clap or perform rhythms in sectionals and with other sections at the same time
8. Learn to adjust pitch by controlling the instrument's air speed and embouchure
9. Improve individual, sectional, and large ensemble tuning skills
10. Perform nine major scales: concert E, A, D, G, C, F, Bb, Eb, Ab
11. Memorize and perform the full-range chromatic scale
12. Perform scales and melodies on bells/xylophone
13. Percussionist perform the full range of instrumentation
14. Sight-read band music
15. Compose a melody with varied accompaniment such as basic chords, rhythm instruments, ostinato, body percussion and movement
16. Perform all elements of a given piece of literature as interpreted by the conductor
17. Perform alone and in ensemble

Integration of Content Areas and the Fine Arts

1. Refer to the Eighth Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under "Curriculum/Library" and then under "Major Instructional Goals."
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested Integrated Vocabulary.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

High School Band & Marching Band
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

Course Description

Band is an instrumental music class intended for students with prior musical experience and approval of the instructor. Band members may also participate in extracurricular music activities including jazz ensemble, solo and ensemble contests, and various other performance opportunities. This course may be repeated for credit.

Rationale

To develop fundamental musicianship for performance and further study in band.

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize significant works and composers from various historical periods
2. Identify a significant performer from at least three periods
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society which have developed throughout history and in different social climates
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and define the elements of music
2. Identify scientific characteristics of sound
3. Recognize how melody and rhythm combine to create themes
4. Explain how changes in texture can change the mood of a composition
5. Listen for the interaction between themes and harmony in creating form
6. Identify tonality as major or minor
7. Develop listening skills to differentiate among various textures, forms, and melodies to create a work of understanding
8. Aurally identify different band styles by analyzing the use of music elements
9. Compare the elements of music to other art forms: dance, theatre, visual arts using, but not limited to, shared concepts such as: level, space, time, director,

- abstract, balance, background/accompaniment, center of interest/climax, color/tone, contrast, fantasy, form, line, pattern, shade, shape, texture
10. Demonstrate appropriate performance and audience behavior dependent upon the social setting

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify dynamic terms and symbols for expression in Level II-IV music
2. Develop expressive playing by using contrasting dynamics, articulations, and correct phrasing and intonation
3. Recognize differences in tempo
4. Discuss the elements contributing to expression in music presented in aural or written form
5. Recognize repetition and contrast when listening
6. Critique a personal or large ensemble performance for presence of or lack of aesthetic components
7. Evaluate differences among band styles
8. Improvise on a familiar melody using expressive traits
9. Compare selected musical works by indicating musical elements and techniques used in the works that categorize them by style or historical period
10. Perform with an understanding of the expressive gestures of the conductor
11. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Maintain correct instrument care and maintenance
2. Use correct practice habits
3. Demonstrate correct posture, instrument position, and breath support
4. Name the notes and demonstrate the correct fingering and fingering alternates used in Level II-IV music
5. Play in tune with self and others using correct intonation
6. Clap or perform rhythms in Level II-IV music
7. Perform major and minor scales to 4 sharps and to 4 flats
8. Memorize and perform the full-range chromatic scale
9. Percussionist perform the full range of instrumentation
10. Sight-read band music
11. Compose and arrange music up to sixteen measures representing different forms
12. Perform all elements of a given piece of literature as interpreted by the conductor
13. Perform alone and in ensemble

Integration of Content Areas and the Fine Arts

1. Refer to the High School Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

High School Advanced Band & Jazz Band Class
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
Frequently Used Terms, Attachment H, is tested at 5th grade)
2005-2006

Course Description

Advanced Band is offered in schools with sufficient enrollment to offer two separate band classes, Band and Advanced Band. Students who enroll are provided experience with advanced level band literature and performance technique. The band is primarily a performance ensemble, the goal of which is to prepare musical literature for public performance. Students who enroll will also have the opportunity to participate in various extracurricular musical activities. Prior musical training and instructor approval are prerequisites. This course may be repeated for credit.

Rationale

To develop advanced musicianship for performance and further study in band.

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize significant works and composers from various historical periods
2. Identify a significant performer from at least three periods
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society which have developed throughout history and in different social climates
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Listen for and analyze innovative uses of the elements of music
2. Identify the acoustic properties of sound
3. Listen for more sophisticated uses of the music elements such as atonal harmonies which contribute to tension and release patterns
4. Recognize new instruments which allow composers to create new timbres
5. Provide knowledge which supports decisions about the “worthiness” of a piece of music
6. Describe notation which provides access to increasingly difficult music
7. Aurally identify different band styles by analyzing the use of music elements

8. Compare the elements of music to other art forms: dance, theatre, visual arts using, but not limited to, shared concepts such as: level, space, time, director, abstract, balance, background/accompaniment, center of interest/climax, color/tone, contrast, fantasy, form, line, pattern, shade, shape, texture
9. Demonstrate appropriate performance and audience behavior dependent upon the social setting

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify the elements contributing to expression in music presented in aural or written form
2. Compare selected musical works by indicating musical elements and techniques used in the works that categorize them by style or historical period
3. Develop expressive playing by reading and using contrasting dynamics, articulations, and tempos, and correct phrasing, balance, and intonation
4. Improvise working with traditional and nontraditional notation
5. Compose or arrange music using traditional and nontraditional notation and sound sources
6. Perform with an understanding of the expressive gestures of the conductor
7. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Perform Level IV-VI band literature at a high artistic level showing awareness of intonation, phrasing and expressive notations, balance, accurate tempos and rhythms
2. Memorize and perform twelve major and melodic minor scales
3. Improvise melodies and complex rhythms
4. Sight-read advanced band music
5. Compose and arrange music up to 24-36 measures utilizing different forms of notation and instrumentation
6. Perform all elements of a given piece of literature as interpreted by the conductor
7. Perform alone and in ensemble

Integration of Content Areas and the Fine Arts

1. Refer to the High School Content Area MIGS found on the SPS website, <http://sps.k12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

ORCHESTRA

5th Grade, MIDDLE, AND HIGH SCHOOL

MAJOR INSTRUCTIONAL GOALS

Fifth Grade Strings
Music Strands as Major Instructional Goals with Objectives
*(Frequently Used Terms tested at 5th grade are **bolded** and underlined;*
Integrated Vocabulary in bold only, is introduced for 8th grade mastery)
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally identify famous symphonic **melodies** and songs of various cultures
2. Identify two or more **functions** in society for string music

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Demonstrate understanding of simple meter signatures
2. Demonstrate understanding of simple **rhythmic** patterns
3. Explain the difference in range of **pitch** among the different stringed **instruments** and what causes the difference
4. Recognize the differences between playing **alone and with others**
5. Recognize simple **form** such as or ABA as performed in beginning strings
6. Explain the audience setting for a school performance
7. Name the lines and **spaces** of the appropriate clef (treble, alto, bass)
8. Identify bowing symbols for down bow, up bow, and pizzicato

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify differences in **dynamics**
2. Identify differences in basic bowing styles such as staccato and legato
3. Identify differences in **tempos**

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Practice correct instrument care and maintenance
2. Develop correct practice habits
3. Demonstrate correct posture and instrument position

4. Perform simple songs using correct fingerings and bowing patterns
5. Perform with **steady beat** according to meter signatures
6. Perform written **rhythms** using quarter notes and **rests**
7. Recognize and perform all expressive symbols
8. Perform within an **instrumental** ensemble

Integration of Content Areas and the Fine Arts

1. Refer to the 5th Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested, Frequently Used Terms.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Sixth Grade Orchestra
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Recognize 4-8 measure themes from significant works
2. Identify a significant performer from the present or past
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and define elements of music
2. Explain the difference in range of pitch among the different stringed instruments and what causes the difference
3. Explain the relationship between melody and harmony
4. Recognize when different orchestral sections have different melodies and rhythms
5. Develop listening skills to differentiate between various textures
6. Explain basic form of simple, performed music
7. Identify tempo terms
8. Describe slurs, phrasing, and other forms of articulations
9. Compare the elements of music to other art forms: dance, theatre, visual arts
10. Demonstrate appropriate performance and audience behavior

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify how various combinations of music elements create different responses in the listener
2. Evaluate differences of expression in different styles of music

3. Recognize repetition and contrast when listening
4. Identify dynamic terms and symbols for expression
5. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Practice correct instrument care and maintenance
2. Develop correct practice habits
3. Demonstrate correct posture, instrument position, and bow hold
4. Perform grade I music
5. Name the lines and spaces of the appropriate clef
6. Read note accidentals recognizing whole and half steps
7. Identify bowing symbols for down bow, up bow, and pizzicato
8. Maintain beat according to the meter sign
9. Clap or perform written rhythms in grade I music
10. Explain the function of bow position, speed, pressure, and length
11. Demonstrate various divisions of the bow
12. Develop skill in tuning open strings
13. Use correct fingerings and listening skills needed in matching pitch
14. Produce appropriate tone quality
15. Perform five one-octave major scales and, if appropriate, broken thirds: A, D, G, C, F
16. Sight-read orchestral music
17. Compose and arrange music up to eight measures
18. Perform alone and in ensemble

Integration of Content Areas and the Fine Arts

1. Refer to the Sixth Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested Integrated Vocabulary.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Seventh Grade Orchestra
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Recognize short themes from significant works
2. Identify a significant performer both past and present
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and define elements of music
2. Explain the use of rhythm in creating melody
3. Explain the relationship between melody and harmony
4. Recognize changing sections in various forms
5. Develop listening skills to differentiate between various textures and how these differences define the composition
6. Aurally identify different compositional styles
7. Compare the elements of music to other art forms: dance, theatre, visual arts
8. Demonstrate appropriate performance and audience behavior

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify combinations of elements and their various treatments in order to create expression
2. Evaluate what changes in music to create a different style or type of music
3. Recognize repetition and contrast when listening and its effect upon the listener
4. Identify dynamic terms and symbols
5. Identify tempo terms
6. Describe and perform accents, marcato, detached slurs, slurs, and spiccato

7. Demonstrate the beginnings of vibrato technique
8. In a composition, performance, or improvisation, use expressive elements
9. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Maintain correct instrument care and maintenance
2. Continue to use correct practice habits
3. Perform music graded Levels I-II
4. Name the lines and spaces of the extended staff (up to two ledger lines and within the instrument's range) for the appropriate clef
5. Read and perform note accidentals
6. Maintain beat according to the meter signature
7. Clap or perform written rhythms in Levels I-II music
8. Demonstrate consistent correct posture, instrument position, and bow hold
9. Continue to perfect the functions of bow position, speed, pressure, and length
10. Continue development of correct open string tuning and refine listening skills needed in matching pitches
11. Use correct fingerings as note ranges extend
12. Demonstrate appropriate tone quality
13. Perform seven one-octave major scales and broken thirds: E, A, D, G, C, F, Bb
14. Sight-read orchestral music
15. Perform alone and in ensemble
16. Compare music products with other creations from dance, theatre, and the visual arts

Integration of Content Areas and the Fine Arts

1. Refer to the Seventh Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under "Curriculum/Library" and then under "Major Instructional Goals."
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested Integrated Vocabulary.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

Eighth Grade Orchestra
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize significant works and composers from various historical periods
2. Identify significant performers from past and present
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and define the elements of music
2. Recognize how melody and rhythm combine to create themes
3. Explain how changes in texture can change the mood of a composition
4. Listen for the interaction between themes and harmony in creating form
5. Identify tonality as major or minor
6. Aurally identify different compositional styles
7. Compare the elements of music to other art forms: dance, theatre, visual arts using, but not limited to, shared concepts such as: level, space, time, director, abstract, balance, background/accompaniment, center of interest/climax, color/tone, contrast, fantasy, form, line, pattern, shade, shape, texture
8. Demonstrate appropriate performance and audience behavior
9. Identify basic conducting gestures according to meter

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify combinations of elements and their various treatments in order to create expression when listening or performing
2. Identify dynamic terms and symbols for extended expression
3. Identify tempo terms

4. Develop expressive playing by using contrasting dynamics, articulations, and correct phrasing
5. Recognize repetition and contrast when listening and how it creates a unique form for expression
6. Listen for the use of vibrato
7. Listen to and analyze a wide variety of music
8. Improvise in various
9. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Maintain correct instrument care and maintenance
2. Continue to use correct practice habits
3. Demonstrate consistent correct posture, instrument position, and bow hold
4. Perform grade II-IV
5. Name the note names, leger line, and intervals for an instrument's range reasonable to grade levels of literature performed
6. Demonstrate correct fingerings
7. Clap or perform written rhythms in grade II-IV music
8. Improve individual, sectional, and large ensemble tuning skills
9. Produce accurate tone quality and expressive phrasing
10. Improve bowing techniques of accents, marcato, hooks, slurs, spiccato, loure'
11. Improve and continue to develop vibrato technique
12. Perform nine major scales and broken thirds: E, A, D, G, C, F, Bb, Eb, Ab in two octaves
13. Sight-read orchestral music
14. Compose and/or arrange melodies with or without accompaniment
15. Perform all elements of a given piece of literature as interpreted by the conductor
16. Perform alone and in ensemble

Integration of Content Areas and the Fine Arts

1. Refer to the Eighth Grade Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under "Curriculum/Library" and then under "Major Instructional Goals."
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists, especially the tested Integrated Vocabulary.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

High School Orchestra
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
***Frequently Used Terms*, Attachment H, is tested at 5th grade)**
2005-2006

Course Description

Students who enroll in orchestra acquire an increased understanding of orchestral literature and performance style. Instruction is provided in individual technique and ensemble performance. Additionally, the opportunity is provided on an extracurricular basis for solo and chamber ensemble experience. This course may be repeated for credit.

Rationale

To develop fundamental musicianship for performance and further study in orchestra.

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize significant works and composers from various historical periods
2. Identify a significant performers, both past and present
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society which have developed throughout history and in different social climates
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Identify and define elements of music
2. Identify the acoustic properties of sound from a string's vibration
3. Recognize how melody and rhythm combine to create themes
4. Explain how changes in texture can change the mood of a composition
5. Listen for the interaction between themes and harmony in creating form
6. Identify tonality as major or minor
7. Aurally identify different compositional styles by analyzing the music elements
8. Compare the elements of music to other art forms: dance, theatre, visual arts using, but not limited to, shared concepts such as: level, space, time, director,

abstract, balance, background/accompaniment, center of interest/climax, color/tone, contrast, fantasy, form, line, pattern, shade, shape, texture

9. Demonstrate appropriate performance and audience behavior dependent upon the social setting

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify dynamic terms and symbols for expression in Level II-IV music
2. Develop expressive playing by using contrasting dynamics, articulations, and correct phrasing and intonation
3. Recognize differences in tempo
4. Discuss the elements contributing to expression in music presented in aural or written form
5. Recognize repetition and contrast when listening
6. Critique a personal or large ensemble performance for its aesthetic components
7. Improvise on a familiar melody using expressive traits
8. Compare selected music works by indicating musical elements and techniques used in the works that categorize them by style or historical period
9. Perform with an understanding of the expressive gestures of the conductor
10. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Maintain correct instrument care and maintenance
2. Use correct practice habits
3. Demonstrate correct posture, instrument position and bow position
4. Demonstrate correct bow control to include proper use of bow divisions
5. Name the notes and demonstrate the correct fingering and fingering alternates used in Level II-IV music
6. Play in tune with self and others using correct intonation
7. Perform nine major scales in two octaves: E, A, D, G, C, F, Bb, Eb, Ab,
8. Perform four minor scales in two octaves: a, e, d, g
9. Perform two-octave broken thirds in the nine major noted above
10. Sight-read orchestral music
11. Compose and/or arrange music up to sixteen measures using different forms of notation and instrumentation
12. Perform all elements of a given piece of literature as interpreted by the conductor
13. Perform alone and in ensemble

Integration of Content Areas and the Fine Arts

1. Refer to the High School Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

High School Advanced Orchestra
Music Strands as Major Instructional Goals with Objectives
(In Attachment I, *Integrated Vocabulary* is tested at 8th grade;
Frequently Used Terms, Attachment H, is tested at 5th grade)
2005-2006

Course Description

Students who enroll in Advanced Orchestra acquire an increased understanding of orchestral literature and performance representing various historical periods and styles. The prerequisite for Advanced Orchestra is prior enrollment in string instrument instruction and approval of the instructor. Advanced instruction is provided in individual technique and ensemble performance. Additionally, the opportunity is provided on an extracurricular basis for solo and chamber ensemble experience. This course may be repeated for credit.

Rationale

To develop advanced musicianship for performance and further study in orchestra.

MF-II.A. History Strand. Recognizes over time, exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

1. Aurally recognize significant works and composers from various historical periods
2. Identify a significant performers, both past and present
3. Relate music to various ethnic and cultural influences through time
4. Identify composers, themes, and performers reflecting nationalistic influences
5. Relate music to particular functions in society which have developed throughout history and in different social climates
6. Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods

MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, and form and traditional audience behaviors and settings.

1. Listen for and analyze innovative uses of the elements of music
2. Identify the acoustic properties of sound from a string's vibration
3. Listen for more sophisticated uses of the music elements such as dissonance/consonance which contribute to tension and release patterns
4. Cite knowledge which supports decisions about personal tastes regarding a piece of music

5. Aurally identify different compositional styles by analyzing the use of music elements
6. Compare the elements of music to other art forms: dance, theatre, visual arts using, but not limited to, shared concepts such as: level, space, time, director, abstract, balance, background/accompaniment, center of interest/climax, color/tone, contrast, fantasy, form, line, pattern, shade, shape, texture
7. Demonstrate appropriate performance and audience behavior dependent upon the social setting

MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

1. Identify the elements contributing to expression in music presented in aural or written form
2. Compare selected musical works by indicating musical elements and techniques used in the works that categorize them by style or historical period
3. Develop expressive playing by reading and using contrasting dynamics, articulations, and tempos, and correct phrasing, balance, and intonation
4. Improvise working with traditional and nontraditional notation
5. Compose or arrange music using traditional and nontraditional notation and sound sources
6. Perform with an understanding of the expressive gestures of the conductor
7. Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary

MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

1. Perform Level III-VI orchestral literature at a high artistic level showing awareness of intonation, phrasing and expressive notations, balance, accurate tempos and rhythms
2. Perform with accurate bowing technique
3. Demonstrate the principles of tuning, using double stops and harmonics
4. Perform major scales and broken thirds in two octaves: C, G, D, A, E, F, Bb, Eb, Ab
5. Perform melodic minor scales in two octaves: a, e, b, f#, d, g, e
6. Perform music from the various historical periods: Baroque, Classical, Romantic, early 20th Century, and Contemporary
7. Improvise melodies and complex rhythms
8. Sight-read advanced orchestral music
9. Compose and arrange music up to 24 measures using different forms of notation and instrumentation
10. Perform all elements of a given piece of literature as interpreted by the conductor
11. Perform alone and in ensemble

Integration of Content Areas and the Fine Arts

1. Refer to the High School Content Area MIGS found on the SPS website, <http://sps.K12.mo.us>, under “Curriculum/Library” and then under “Major Instructional Goals.”
2. Note the Fine Arts Appendices in Curriculum Guides I for National Standards, State Framework Subject Strands, Indicators of What Students Should Know and Do, and Vocabulary Lists.
3. Review the Curriculum Guides II for examples of integrated lesson planning, activities, and assessments.

ATTACHMENTS

ATTACHMENT A
The Fine Arts National and State Framework

I. Dance

II. Music

III. Theatre

IV. Visual Arts

ATTACHMENT B

National Standards, DANCE 5-8 **(National Standards for Arts Education, 1994)**

Dance Content Standard 1. Identifying and demonstrating movement elements and skills in performing dance.

Students will:

- a) demonstrate the following movement skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery
- b) accurately identify and demonstrate basic dance steps, positions, and patterns for dance from two different styles or traditions
- c) accurately transfer a spatial pattern from the visual to the kinesthetic
- d) accurately transfer a rhythmic pattern from the aural to the kinesthetic
- e) identify and clearly demonstrate a range of dynamics/movement qualities
- f) demonstrate increasing kinesthetic awareness, concentration, and focus in performing movement skills
- g) demonstrate accurate memorization and reproduction of movement sequences
- h) describe the action and movement elements observed in a dance, using appropriate movement/dance vocabulary

Dance Content Standard 2. Understanding choreographic principles, processes, and structures.

Students will:

- a) clearly demonstrate the principles of contrast and transition
- b) effectively demonstrate the processes of reordering and chance
- c) successfully demonstrate the structures or forms of AB, ABA, canon, call and response, and narrative
- d) demonstrate the ability to work cooperatively in a small group during the choreographic process
- e) demonstrate the following partner skills in a visually interesting ways, such as creating contrasting and complementary shapes, taking and supporting weight

Dance Content Standard 3. Understanding dance as a way to create and communicate meaning.

Students will:

- a) effectively demonstrate the difference between pantomiming and abstracting a gesture
- b) observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance
- c) demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance
- d) create a dance that successfully communicates a topic of personal significance

Dance Content Standard 4. Applying and demonstrating critical and creative thinking skills in dance.

Students will:

- a) create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice
- b) demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way
- c) compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo), and force/energy (movement qualities)
- d) identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast)

Dance Content Standard 5. Demonstrating critical and creative thinking skills in dance.

Students will:

- a) competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles
- b) competently perform folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America
- c) learn from resources in their own community (such as, people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers
- d) accurately describe the role of dance in at least two different cultures or time periods

Dance Content Standard 6. Making connections between dance and healthful living.

Students will:

- a) identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals
- b) strategies to prevent dance injuries
- c) create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes

Content Standard 7. Making connections between dance and other disciplines.

Students will:

- a) create a project that reveals similarities and differences between the arts
- b) cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern)
- c) observe the same dance both live and recorded on video; compare and contrast the aesthetic impact of the two observations

ATTACHMENT C

National Standards, MUSIC 5-8 **(National Standards for Arts Education, 1994)**

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

Students will:

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

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

Students will:

- a) perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
- b) perform with 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 expression appropriate for the work being performed
- d) play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- e) perform, if in an instrumental ensemble or class, with 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 some solos performed from memory

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

Students will:

- a) improvise simple harmonic accompaniments
- b) improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- c) improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

Content Standards 4. Composing and arranging music within specified guidelines.

Students will:

- a) compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- b) arrange simple pieces for voices or instruments other than those for which the pieces were written
- c) use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

Music Content Standard 5. Reading and notating music.

Students will:

- a) read meter signatures of $\underline{2}$, $\underline{3}$, $\underline{4}$, $\underline{6}$, $\underline{3}$, alla breve (as in “cut time”)
4 4 4 8 8
reading whole, half, quarter, eighth, sixteenth, dotted notes and rests
- b) sight-read simple melodies in both the treble and bass clefs
- c) identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- d) use standard notation to record their musical ideas and the musical ideas of others
- e) sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6

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

Students will:

- a) describe specific music events in a given aural example, using appropriate terminology
- b) analyze the uses of elements of music in aural examples representing diverse genres and cultures
- c) demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Music Content Standard 7. Evaluating music and music performances.

Students will:

- a) develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- b) evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of music and offer constructive suggestions for improvement

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

Students will:

- a) compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art
- b) describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

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

Students will:

- a) describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- b) classify by genre and style (and, if applicable, by historical period, composer, and title) varied bodies of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
- c) compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

ATTACHMENT D

National Standards, THEATRE 5-8 **(National Standards for Arts Education, 1994)**

Theatre Content Standard 1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history.

Students will:

- a) individually and in groups, create characters, environments, and actions that create tension and suspense
- b) refine and record dialogue and action

Theatre Content Standard 2. Acting by assuming roles and interacting in improvisations.

Students will:

- a) analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people
- b) demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices
- c) in an ensemble, interact as the invented characters

Theatre Content Standard 3. Designing by visualizing and arranging environments for classroom dramatizations.

Students will:

- a) explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama
- b) analyze improvised and scripted scenes for technical requirements
- c) develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources
- d) work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character

Theatre Content Standard 4. Directing by planning classroom dramatizations.

Students will:

- a) lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills

Theatre Content Standard 5. Researching by finding information to support classroom dramatizations.

Students will:

- a) apply research from print and nonprint sources to script writing, acting, design, and directing choices

Theatre Content Standard 6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.

Students will:

- a) describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
- b) incorporate elements of dance, music, and visual arts, to express ideas and emotions in improvised and scripted scenes
- c) express and compare personal reactions to several art forms
- d) describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

Theatre Content Standard 7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions.

Students will:

- a) describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances
- b) articulate and support the meanings constructed from their and others' dramatic performances
- c) use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choice found in dramatic performances
- d) describe and evaluate the perceived effectiveness of students' contributions (as playwrights, actors, designers, and directors) to the collaborative process of developing improvised and scripted scenes

Theatre Content Standard 8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life.

Students will:

- a) describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture
- b) explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media
- c) analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures
- d) explain how culture affects the content and production values of dramatic performances
- e) explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life

ATTACHMENT D

National Standards, VISUAL ARTS, 5-8 **(National Standards for Arts Education, 1994)**

Visual Arts Content Standard 1. Understanding and applying media, techniques, and processes.

Students will:

- a) select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- b) intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

Visual Arts Content Standard 2. Using knowledge of structures and functions.

Students will:

- a) generalize about the effects of visual structures and functions and reflect upon these effects in their own work
- b) employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
- c) select and use the qualities of structures and functions of art to improve communication of their ideas

Visual Arts Content Standard 3. Choosing and evaluating a range of subject matter, symbols, and ideas.

Students will:

- a) integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- b) use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

Visual Arts Content Standard 4. Understanding the visual arts in relation to history and cultures.

Students will:

- a) know and compare the characteristics of artworks in various eras and cultures
- b) describe and place a variety of art objects in historical and cultural contexts
- c) analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

Visual Arts Content Standard 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Students will:

- a) compare multiple purposes for creating works of art
- b) analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- c) describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

Visual Arts Content Standard 6. Making connections between visual arts and other disciplines.

Students will:

- a) compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
- b) describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

ATTACHMENT F

Missouri Show-Me Standards and Goals

Fine Arts Knowledge Standards

- SM-FA1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
- SM-FA2. the principles and elements of different art forms
- SM-FA3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
- SM-FA4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
- SM-FA5. visual and performing arts in historical and cultural contexts

Fine Arts Performance Goals

- SM-PG1. Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.
- SM-PG2. Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- SM-PG3. Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.
- SM-PG4. Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

ATTACHMENT G

Missouri Fine Arts Framework Strands (I. Designates the Area of Dance)

MF-II.A Music History Strand: exemplary works, composers, and performers of historical significance; national influences on dance styles, ethnic influences on dance styles, social functions of dance
(**knowing who, what, when, where**)

MF-II.B Music Criticism and Analysis Strand: observing and listening; comparing and contrasting; understanding the language of dance; conventions of etiquette of the theatre (**knowing about**)

MF-II.C Music Aesthetics Strand: philosophies of dance; meaning and communication in dance; choices based on aesthetic preferences (**knowing why**)

MF-II.D Music Product and Performance Strand: contemporary dance techniques; anatomy and physiology; proper development and care of the body; dance production and performance; theatre and multimedia technology
(**knowing how**)

ATTACHMENT G, Continued

Missouri Fine Arts Framework Strands (II. Designates the Area of Music)

MF-II.A Music History Strand: exemplary works, composers, and performers of historical significance; national and ethnic influences on musical styles; social functions of music (**knowing who, what, when, where**)

MF-II.B Music Criticism and Analysis Strand: properties of sound; characteristics of melody; characteristics of harmony; characteristics of rhythm; various textures and forms; traditional audience behaviors and selected settings (**knowing about**)

MF-II.C Music Aesthetics Strand: using expressive elements in personal compositions and performances; aurally and visually recognize expressive elements in music of others; incorporating knowledge of expressive elements of music when selecting listening materials (**knowing why**)

MF-II.D Music Product and Performance Strand: singing or playing an instrument; reading and writing music; creating and interpreting music (**knowing how**)

ATTACHMENT G, Continued

Missouri Fine Arts Framework Strands (III. Designates the Area of Theatre)

MF-II.A Music History Strand: multi-cultural concepts; dramatic and literary genres; theatre conventions; roles for theatre (**knowing who, what, when, where**)

MF-II.B Music Criticism and Analysis Strand: sensory perception; playmaking and communication; movement, music or visual elements; interpersonal and communication skill (**knowing about**)

MF-II.C Music Aesthetics Strand: dramatic elements; diverse theatrical experiences; inter-arts discipline (**knowing why**)

MF-II.D Music Product and Performance Strand: interpersonal, collaborative, individual and group problem-solving skills; improvisation; characterization; play production; playwriting; directing; technical elements; careers (**knowing how**)

ATTACHMENT G, Continued

Missouri Fine Arts Framework Strands (IV. Designates the Area of Visual Arts)

MF-II.A Music History Strand: artists; art objects; time in history; important events; culture; literature; media (**knowing who, what, when, where**)

MF-II.B Music Criticism and Analysis Strand: subject matter; themes; media; organizational structures; vocabulary skills; analyzing; critiquing (**knowing about**)

MF-II.C Music Aesthetics Strand: justify/defend reasons; develop criteria; show appreciation (**knowing why**)

MF-II.D Music Product and Performance Strand: materials; processes; techniques; technology; safety (**knowing how**)

ATTACHMENT H

Fine Arts Frequently Used Terms to be Mastered at 5th Grade

I. Dance

1. **Choreographer** – A person who creates the sequence of movements of a dance
2. **Choreography** – Many sequences of movement that add together to produce a whole dance (used interchangeably with the term *dance*)
3. **Dance** – Many sequences of movement that add together to produce a whole; a dance has organization, progression and development, including a beginning, a middle and an end (used interchangeably with the term *choreography*)
4. **Downstage** – Movement toward the front of the stage, closer to the audience
5. **Energy** – One of the elements of dance; energy propels or initiates movement or caused changes in movement or body position
6. **Folk Dance** – A form of dance that represents specific nationalities or ethnic origins and is passed on from generation to generation
7. **Following** – The act of coming after or copying a movement without a plan or time for reflection
8. **Improvisation/Improvise** – A process producing spontaneous movements stemming from specific stimulus
9. **Leading** – The act of providing structure and/or direction for movement
10. **Level** – One of the aspects of the movement element space – in dance there are three basic levels: high, middle, and low
11. **Locomotor** – A term used to describe dance movements that cross space
12. **Mirroring** – To copy the movements of another while facing that individual
13. **Space** – One of the elements of dance; the dancer moves in and through space
14. **Stage Left** – A direction indicating movement to the performer's left side while the performer is facing the audience

15. **Stage Right** – A direction indicating movement to the performer’s right side while the performer is facing the audience
16. **Technique** – The learning of movement skills; the ability to use specific methods to create a dance
17. **Time** – One of the elements of dance, choreography develops a form through time
18. **Upstage** – A term indicating movement toward the back of the stage away from the audience

ATTACHMENT H, Continued

Fine Arts Frequently Used Terms to be Mastered at 5th Grade

II. Music

1. **Accelerando** – To gradually get faster
2. **Band** – A large instrumental group consisting primarily of wind (brass and woodwind) and percussion instruments
3. **Call and Response** – A song style that follows a simple question-an-answer pattern in which a soloist “calls” out the melody and a group responds
4. **Ceremonial** – An established custom or formal actions connected with an occasion
5. **Choir** – A group of singers organized and trained to sing together
6. **Classical Music** – In its broadest sense this refers to a style of music as distinguished from folk, jazz or popular music; in a more specific sense it refers to European music of the Classical Period
7. **Classical Period** – Music of the period 1750 to 1820
8. **Composer** – A person who writes musical works
9. **Conductor** – A person who leads a musical group
10. **Crescendo** – Get gradually louder
11. **Decrescendo** – Get gradually softer
12. **Duet** – Two people play or sing
13. **Dynamics** – The volume of sound, the loudness or softness of a musical passage
14. **Fermata** – A hold; hold the note as long as the conductor indicates
15. **Folk Song** – Uncomplicated music that speaks directly of everyday matters, the first popular music

16. **Form** – Overall structure or organization of a musical composition
17. **Harmony** – The sounding together of two or more tones
18. **Improvisation/Improvise** – To compose music while performing it; commonly associated with jazz
19. **Instrumentation** – The general knowledge of orchestral instruments
20. **Legato** – A smooth articulation of a series of tones, each connected to the next
21. **Lullaby** – A sleep song
22. **Lyrics** – The words that are sung in a song
23. **March** – Music with a steady beat suitable for a parade or procession
24. **Melody** – An element of music; logical succession of musical tones
25. **Orchestra** – A music grouping of string, brass, woodwind and percussion instruments
26. **Phrase** – A complete musical idea, comparable to a sentence
27. **Pitch** – The highness or lowness of sound
28. **Popular Music** – American music that has wide appeal, is immediately communicative and relatively short
29. **Rhythm** – An element of music; a regular recurrence of grouped strong and weak beats
30. **Ritardando** – Gradually slowing down
31. **Sacred** – Religious music
32. **Secular** – Non-religious music
33. **Sequence** – Repetition of a melodic idea or phrase at a higher or lower pitch
34. **Solo** – One person plays or sings
35. **Spiritual** – A sacred song that evolved from the period of slavery in the United States
36. **Staccato** – Played in a detached (separate) manner, as opposed to legato

37. **Style** – Quality that is characteristic of a culture, individual or historical period
38. **Tempo** – The speed of the beat
39. **Texture** – The character of the different layers of sound in music
40. **Timbre/Tone Color** – The distinctive sound of an instrument or voice
41. **Trio** – Three people play or sing
42. **Waltz** – A dance in triple meter (3/4 time)
43. **Work Song** – Songs in which the text describes the task of the worker

ATTACHMENT H, Continued

Fine Arts Frequently Used Terms to be Mastered at 5th Grade

III. Theatre

1. **Acting** – Portrayal of a character (pretending to be a character)
2. **Actor** – The person who portrays a character
3. **Audience** – The people who come to see a performance
4. **Character** – The person or thing the actor pretends to be; the role or part
5. **Costumes** – The clothing worn by the actor to help in the portrayal of the character
6. **Critic** – The person who writes judgments of plays
7. **Director** – The person responsible for putting on the play
8. **Gesture** – Movements with the hand or upper arm which expresses an idea or feeling
9. **Improvisation/Improvise** – Making up action and dialogue of a scene at the spur of the moment
10. **Lighting** – Visibility on stage; also sets the mood for the play
11. **Lighting Director** – Person who determines lighting requirements for the play
12. **Makeup** – Products applied to the face or body to change the appearance of the actor
13. **Playmaking** – Putting together the elements of a play
14. **Playwright** – The person who writes the play

15. **Props** – Moveable objects used on stage; can be hand, set or dress props
 - a. Hand props – small objects that are touched and moved around by the actor'
 - b. Set props – decorate the set of the play, such as pictures or furniture
 - c. Dress props – part of a costume that doubles as a prop, such as purses or watches
16. **Performance** – A formal exhibition of the play, a show
17. **Rehearsal** – Practice for a performance
18. **Scenery** – The stage environment; the actual piece of furniture, platforms or other items on the stage
19. **Scenes** – A part of the play's dramatic action
20. **Set** – All the scenery for the play
21. **Setting** – Place in which the play occurs
22. **Stage** – The place where the actors perform
23. **Theater** – The place where plays are performed
24. **Theatre** – The art and craft of putting on a play
25. **Time** – Historical era of the play

ATTACHMENT H, Continued

Fine Arts Frequently Used Terms to be Mastered at 5th Grade

IV. Visual Arts

1. **Abstract** – Art that exaggerates, is simplified or distorted
2. **Architecture** – An art form; the built environment
3. **Asymmetrical or Informal Balance** – Two sides of a composition have the same visual weight but the lines, shapes and colors are not the same
4. **Background** – The part of a picture farthest from the viewer, closest to the horizon line
5. **Balance** – An arrangement that has equal visual weight on both sides of a composition
6. **Center of Interest** – The focal point or area of emphasis; part of an artwork that gets your attention
7. **Ceramics** – Sculpture or objects made with clay
8. **Color** – The reflected quality of light
9. **Color Wheel** – Colors of the rainbow turned into a circle
10. **Cool Colors** – Colors around blue on the color wheel: green, blue, violet
11. **Contract** – A difference between elements in an artwork
12. **Drawing** – Using lines to show forms or figures
13. **Fantasy** – Art that shows imaginary or unreal people, places or things
14. **Figure** – An artwork that shows a whole body of a person
15. **Foreground** – Area in a painting that appears closest to the viewer, usually positioned at the bottom of the artwork
16. **Form** – 3-Dimensional or fat (versus flat shapes)

17. **Geometric** – Shapes/forms with mathematical names: circle, triangle, square
18. **Image** – Objects, people or recognizable parts in a picture
19. **Landscape** – An artwork that shows an outdoor picture or scene
20. **Light** – A source of illumination such as the sun or a lamp
21. **Line** – The path of a moving dot
22. **Negative Space** – The area around the object; is not there
23. **Organic Shapes/Forms** – Living things shapes/form; free form shapes/forms
24. **Painting** – To make a picture using wet media such as tempera or watercolor paints
25. **Pattern** – Repetition of line, shape and/or color
26. **Perspective** – A way of making a flat surface look like it goes back in space; illusion of depth
27. **Point of View** – Shows where the artist is compared to what is being drawn or painted
28. **Portrait** – An artwork that shows a specific person or animal (often shows only the face)
29. **Positive space** – The object itself; is there
30. **Proportion** – The size relationships of a parts to a whole and to each other
31. **Primary Colors** – The first colors from which others are mixed: red, yellow, blue
32. **Realistic** – Art that shows life as it is
33. **Sculpture** – Three-dimensional artwork
34. **Seascape** – An artwork that shows an outdoor scene of water
35. **Secondary colors** – Colors made when two (2) primary colors are mixed: orange, violet, green
36. **Shade** – The dark value of a color, made by mixing black with the color
37. **Shape** – Two-dimensional or flat

38. **Space** – The distance around and between things, an area that can be filled with an art element
39. **Still Life** – An arrangement of objects that do not move
40. **Style** – The look of artwork with characteristics similar to others by an artist, period or culture
41. **Symmetrical or Formal Balance** – Two sides of a composition are identical, mirror images
42. **Texture** – The way a surface feels or look like it would feel: rough, smooth, shiny
43. **Three-Dimensional** – (3-D) Something that has height, width, and depth
44. **Tint** – Light value of a color, made by mixing white with the color
45. **Two-Dimensional** – (2-D) Something that has length and width
46. **Value** – Lightness or darkness of gray or color
47. **Warm Colors** – Colors around orange on the color wheel: red, orange, yellow
48. **Weaving** – To interlace yarn into cloth

ATTACHMENT I

Fine Arts K-8 Framework Vocabulary
Strands A. History and B. Criticism and Analysis
Tested at Grade 8
(No vocabulary developed for Strands C. Aesthetics and D. Performance)

I. Dance Strands

- A. History**
- B. Criticism/Analysis**

II. Music Strands

- A. History**
- B. Criticism/Analysis**

III. Theatre Strands

- A. History**
- B. Criticism/Analysis**

IV. Visual Arts Strands

- A. History**
- B. Criticism/Analysis**

ATTACHMENT I, Continued

Fine Arts K-8 Framework Vocabulary Tested at Grade 8

I. Dance I.A. History

Styles

1. **Ballet** – European style of dance; traditionally performed *en pointe* by ladies and having a story line
2. **Folk** – native dances of different cultures
3. **Jazz** – dance with /African-American roots performed with soft sole shoes
4. **Modern** – style of dance characterized by freedom of form and performed barefoot
5. **Tap** – dance with African-American roots performed with steel taps on the dancers' shoes
6. **Ballroom/Social** – form of dance used in social settings
7. **Recreation** – moving with or without partners for the sheer enjoyment of moving through space
8. **Exercise** – choreographed movements designed to build up body and maintain general health and well-being

Functions

1. **Education** – dance intended to teach
2. **Entertainment** – dance intended for audience enjoyment
3. **Sacred** – dance dealing with religious themes

Traditional Cultures

1. **Asian/Chinese** -- usually ceremonial; used during theatrical productions; uses mime and head movements; generally, tells a story or depicts activities in everyday life
2. **African** – movements generally low and grounded, using body contractions, foot stamping, percussive and swinging head and arm movements; always rhythmic, often energetic; ceremonial; religious and secular events occurring in everyday life; may use costumes/masks
3. **Native American** – dances may vary in movement from tribe to tribe; generally, dances affecting people in everyday life use large groups; use simple, repetitive steps and music/singing; women dance for women’s activities, e.g., birth, marriage, planting; men dance for men’s activities, e.g., coming of age, war, hunting; dances usually tell stories and can be narrated simultaneously; solo work can explain a tribal myth or tradition or carry on a history of the tribe; solos are usually performed with costumes and make-up

Historical Periods

1. **American/Colonial** – dances adapted from European culture to the new environment; examples of dances include gavottes, minuets, marches, jigs, circle group dances, and folk dances
2. **American/Western Expansion** – square and reel dance forms evolved; the Grand March and the Polonaise were used at ceremonial balls; the Mazurka and Polka were danced in couples
3. **American/Civil War** -- waltz and country dances were popular
4. **Classical** – tap and soft-shoe dances were developed during the 1750 to 1820 time period
5. **Modern** – century dance characterized by freedom of movement and performed barefoot

ATTACHMENT I, Continued

Fine Arts K-8 Framework Vocabulary Tested at Grade 8

I. Dance

I.B. Criticism and Analysis

1. **Composition** – a grouping of movements to form a dance
2. **Forms** – methods of choreography; 2-part form (AB), 3-part form (ABA), Rondo (ABACA), theme and variations, free sequenced forms
3. **Balance** – ability to remain upright
4. **Space** – a dancer moves in and through space
5. **Dynamics** – movements determined by the amount of energy, e.g., sustained, percussive, vibratory
6. **Contrast** – the use of different elements of movement, e.g., high movement versus low levels; fast versus slow actions
7. **Tempo** – speed of the movements
8. **Rhythm** – the movement with or against sound in time
9. **Texture** – the density or scarcity of movement in a dance; it can also be used to describe movements such as rough, smooth, etc.
10. **Symbols** – signs for parts of the body used in dance notation
11. **Shape** – interesting and interrelated arrangement of body parts of one dancer; the overall visible appearance of a group of dancers
12. **Pattern – repetition** – principal of choreographic form based upon using movements or phrases again in a work

ATTACHMENT I, Continued

Fine Arts K-8 Framework Vocabulary Tested at Grade 8

II. Music II.A. History

Styles

1. **Classical Music** – In its broadest sense, refers to a style of “art” music as distinguished from folk, jazz or popular music (See Historical Periods for further definition)
2. **Folk Music** – Music from a specific culture
3. **Folk Song** – Uncomplicated music that speaks directly of everyday matters
4. **Jazz** – A style of American Music originated in the South by African-Americans; it is characterized by strong, prominent meter, improvisation, and dotted or syncopated patterns
5. **Long Ago** – Music from the past
6. **Modern** – Music that is current; generally, 20th century music
7. **Popular Style (Music)** – American music that has wide appeal, is immediately communicative and relatively short

Functions

1. **Accompaniment** – Music that adds texture to a melody or melodies
2. **Ceremonial** – An established custom or formal actions connected with an occasion
3. **Functional Music** – Wedding, graduation, funeral, parade, entertainment
4. **Lullaby** – Sleep song
5. **March** – Music with a steady beat suitable for a parade or processional

6. **Popular Style** – American music that has wide appeal, is immediately communicative and relatively short
7. **Sacred** – Religious Music
8. **Secular** – Non-religious music
9. **Spiritual** – A sacred song that evolved from the period of slavery in the United States
10. **Waltz** – Dance in triple meter
11. **Work Song** – Songs in which the text describes the task of the worker

Traditional Cultures

1. **Asian** – Representational, stylized sound images of people and nature; identifiable sound characteristics include artisan-made acoustical bamboo and string instruments and drums, pentatonic scales, narrow melodic range, and a bright and nasal vocal quality
2. **African** – Functional music that is participatory; instruments include a variety of bells, drums, and rattles; characterized by percussive and polyrhythmic sounds that often use improvisation
3. **Native American** – Functional music that celebrates the cultural heritage of the Native American; drums and rattles are the predominant instruments that accompany the voice; the only pure instrumental music is for flutes and whistles; the steady beat of the drum does not always match the beat of the song; there is no harmony

Historical Periods

1. **American/Colonial** – Folk songs adapted from European cultures
2. **American/Western Expansion** – Cowboy songs, work songs and folk songs
3. **American/Civil War** – Spirituals and work songs
4. **Classical** – Specifically refers to European music composed from about 1750 to 1820 that borrows from Art History's neoclassical period focusing on unity, balance and ideas of realism
5. **Modern** – 20th Century innovative forms and combinations of sound

ATTACHMENT I, Continued

Fine Arts K-8 Framework Vocabulary Tested at Grade 8

II. Music

II.B. Criticism and Analysis

1. **Composition** – An original work or “opus”
2. **Form** – Overall structure or organization of a musical composition may incorporate repetition, contrast, unity and variety
3. **Call and Response** – A song style that follows a simple question and answer pattern in which a soloist “calls” out the melody and a group “responds”
4. **Canon** – Composition for two or more voices in which one voice enters after another in exact imitation of the first, similar to a round
5. **Balance** – Sounds adjusted to create desired effect
6. **Space** – a) Relationship between sound and silence; b) Lines and spaces on a staff
7. **Dynamics** – The volume of sound; the loudness or softness of a musical passage
8. **Contrast** – Referring to extremes in each element, e.g., pitch, rhythm, dynamics, timbre
9. **Steady Beat** – A consistent and regular pulse
10. **Tempo** – Speed of the underlying beat
11. **Ritardando/Ritard** – A gradual slowing of tempo; abbreviate as rit.
12. **Accelerando** – To gradually accelerate (get faster) in tempo
13. **Rhythm** – Combinations of long and short sounds and silences that convey a sense of movement
14. **Line** – Linear motion, unspoken (sing the line)

15. **Melody** – Horizontal, linear aspect of music; organized succession of pitches
16. **Pitch** – Measured and named number of vibrations per second; hear as a sound from high to low; wave lengths in sound
17. **Scale** – The series of steps from one pitch to another
18. **Timbre** – Unique quality of a voice or instrument
19. **Tone Quality** – Dark or light quality of sound
20. **Texture** – The character of the different layers of sound in music
21. **Solo** – One person only plays or sings
22. **Duet** – Two people play or sing
23. **Trio** – Three people play or sing
24. **Quartet** – A combination of four voices or instruments; also music written for such an ensemble
25. **Notation** – Written symbols used to identify the musical elements
26. **Harmony** – The sounding together of two or more tones
27. **Shape** – To perform a phrase musically
28. **Ostinato** – A rhythmic or melodic passage that is repeated continuously
29. **Accent** – The emphasis placed on a beat

ATTACHMENT I, Continued

Fine Arts K-8 Framework Vocabulary Tested at Grade 8

III. Theatre III.A. History

Styles

1. **Comedy** – a funny or amusing play with a happy ending
2. **Improvisation** – short scenes made up on the spur of the moment following generated guidelines
3. **Melodrama** – a serious play with an unhappy ending; the major characters are predictable
4. **Musical** – a play with songs supporting the plot
5. **Tragedy/Drama** – a serious play with an unhappy ending; major characters are unpredictable

Functions

1. **Education** – theatre intended for instruction
2. **Entertainment** – theatre intended for audience enjoyment
3. **Sacred** – theatre dealing with religious themes

Traditional Cultures

1. **Asian** – characters wear white and elaborately patterned makeup along with colorful embroidered robes to perform stylized plays with stories of long ago, or about family life
2. **African** – actors wear carved masks and perform rituals based on everyday activities
3. **Native American** – story tellers/dancers may wear traditional Regalia while performing for an audience; Regalia may include beadwork, feathers, and body painting depending on region or tribal affiliation

Historical Periods

1. **American/Colonial** – began with British companies touring the colonies with English-style plays; developed into plays written by Americans with typically American characters
2. **American/Western Expansion** – troupes of actors traveled by wagons and showboats to perform for people in the expanding American West
3. **American/Civil War** – melodramas became the predominant theatrical form; American themes and/spectacular plays once again became popular
4. **Classical** – the first formal theatre came from ancient Greece; Thespis was the first actor to step from a chorus of actors to speak individual lines
5. **Modern** – the director emerged as the dominant force; realism is the predominant style with most theatre being very lifelike

ATTACHMENT I, Continued

Fine Arts K-8 Framework Vocabulary Tested at Grade 8

III. Theatre

III.B. Criticism and Analysis

1. **Book** – play manuscript; in musical productions the libretto without the music
2. **Manuscript (Script)** – written or typed play, or the book of a musical (usually used in rehearsal)
3. **Form** – structure of a play, e.g., scenes and acts
4. **Balance** – equalization of stage picture including placement of characters and set pieces on the stage
5. **Space** – where the actors are located on the stage
6. **Dynamics** – relationship of loud to soft in the actor’s speech, intensity
7. **Contrast** – variation used to heighten interest in dramatic construction and acting
8. **Pace** – the timing of lines and stage business (not to be confused with speed)
9. **Beat** – change of interpretation in a thought process; the ending of one thought process and the beginning of another
10. **Line** -- linear motion, speech to speeches in a play
11. **Movement** – stage movement; blocking; moving from one stage area to another
12. **Pitch** – raise or lower the voice according to the musical scale
13. **Inflection** – vocal modulation, variety in pitch
14. **Acoustics** – the quality of sound transmission within a theatre
15. **Quality** – unique sound of the actor’s voice

16. **Voice Projection** – control of the voice so that even those in the last row of the house can hear and understand every word
17. **Texture** – to add depth and tactile qualities to scenery pieces
18. **Symbols** – abbreviations for stage directions, movement and vocal inflection
19. **Harmony** – two or more pitches occurring simultaneously; used in musical theatre
20. **Shape** – design of the structure that is the set for a play
21. **Pattern/Stage Picture** – the arrangement of actors on the stage
22. **Repetition** – repeating a word, phrase, movement or design
23. **Accent** – use of a dialect
24. **Emphasis** – a stressed word in a line

ATTACHMENT I, Continued

Fine Arts K-8 Framework Vocabulary Tested at Grade 8

IV. Visual Arts IV.A. History

Styles

1. **Abstract** – art that exaggerates, simplifies, or distorts reality
2. **Fantasy** – art showing imaginary or unreal people, places or things
3. **Realistic** – art showing life as it is
4. **Non-objective** – based on elements of art rather than on recognizable people, places or things
5. **Modern** – 20th century art with a focus on abstraction

Functions

1. **Ceremonial**—art serving a symbolic function in a culture, e.g., flag
2. **Commercial/Popular** – art used for business purposes, e.g., advertising, fashion design, architecture, product design, cartooning
3. **Expressive** – art that conveys emotion or feeling
4. **Formalism** – art for art’s sake
5. **Functional** – decorated objects for everyday use, e.g., pottery, jewelry, fibers
6. **Representational** – art showing real life
7. **Sacred** – art dealing with religious themes

Traditional Cultures

1. **Asian** – superior craftsmanship, representational stylized images of people and nature created to match an ideal; narrative depiction of history and culture; may emphasize line and flat areas of color
2. **African** – ceremonial and functional objects; handmade with natural materials; masks/sculptures show exaggerated, stylized features of people and animals, jewelry and printed cloth use bright, bold, geometric designs
3. **Native American** – functional art celebrating the cultural heritage of the Native American; regional characteristics; southwest (geometric, kachina); plains (narrative symbols); northwest coast (animal totems)

Historical Periods

1. **American/Colonial** – real looking paintings/sculptures of portraits and history based on European art; **Architecture** – styles brought by colonists from European villages
2. **American Western/Expansion** – idealized, symbolic landscapes show images of American wilderness; **Architecture** – rebellion against English styles, Roman domes and columns symbolize democracy
3. **American/Civil War** – realistic painting/sculpture/photography document current history; **Architecture** – industrial barons base homes on European castles
4. **Classical** – realistic figure sculpture based on ancient Greek and Roman art; **Architecture** – Greek and Roman, elements: columns, arch, and dome
5. **Modern** – 20th century abstract and non-objective styles; the subject matter is the elements and principles of art; **Architecture** – reaction against historical styles, form follows function

ATTACHMENT I, Continued

Fine Arts K-8 Framework Vocabulary Tested at Grade 8

IV. Visual Arts

IV.B. Criticism and Analysis

1. **Composition** – arrangement of elements and principles
2. **Form** – three-dimensional or illusion of 3D
3. **Geometric** – forms with mathematical names
4. **Organic** – living things
5. **Balance** – arrangement with equal visual weight on both sides of a position
6. **Asymmetrical/Informal** – two sides of a composition have the same visual weight but the lines, shapes and colors are not the same
7. **Symmetrical/Formal** – 2 sides of a composition are identical, mirror images
8. **Proportion** – the size relationships of parts to a whole and to each other
9. **Space** – the distance around and between things; area that can be filled with an art element
10. **Perspective** – a way of making a flat surface look as if it goes back in space; illusion of depth
11. **Foreground** – area in two-dimensional artwork that appears closest to the viewer, usually positioned at the bottom of the artwork
12. **Background** – the part of a two-dimensional artwork farthest from the viewer, usually closest to the horizon line
13. **Positive Space** – the object itself; is there
14. **Negative Space** – the areas around the object; is not there

15. **Color Intensity** – brightness or dullness of hue
16. **Contrast** – a difference between elements in a work of art
17. **Rhythm** – visual movement created by repetition
18. **Line** – path of a moving dot
19. **Movement** – path of viewer's eye as it travels around a composition
20. **Hue** -- measured and named qualities of light
21. **Color** – reflected quality of a surface based on pigment or light, wavelengths in light
22. **Value** – steps from white through gray to black; value scales are regular intervals of values
23. **Tint** – light value of a color, made by mixing white with the color
24. **Shade** – the dark value of a color, make by mixing black with the color
25. **Color Intensity** – brightness or dullness of a hue
26. **Color Wheel** – colors of the rainbow turned into a circle
27. **Cool Colors** – colors around blue on the color wheel; green, blue, violet
28. **Warm Colors** – colors around orange on the color wheel; red orange, yellow
29. **Primary Colors** – the first colors from which others are mixed: red, yellow, blue
30. **Secondary Colors** – colors made when two primary colors are mixed; orange, violet, green
31. **Texture** – the way a surface feels or looks like it would feel
32. **Symbol** – an image that stands for an idea
33. **Harmony/Unity** – elements work together in an artwork
34. **Shape** – two-dimensional or flat
35. **Geometric** – mathematical
36. **Organic** – living things

37. **Pattern** – repetition of line, shape, and/or color

38. **Emphasis/Center of Interest** – part of a composition that gets the most attention

Attachment I, Continued

Fine Arts Vocabulary from Previous Attachment I Listings

From the DESE Website:

<http://www.dese.mo.gov/divimprove/curriculum/handouts/favocabulary.htm>

Integrated Across the First Two Framework Strands

A. History

B. Criticism and Analysis

ATTACHMENT J

Framework for Curriculum Development in Fine Arts K-12

**What All Students Should Know
What All Students Should be Able to Do
Sample Learning Activities**

Website: <http://www.dese.mo.gov/divimprove/curriculum/frameworks/finearts.html>
(click Frameworks (more complete version in the Music Office))

I. Dance (internet document pages 3-21)

II. Music (internet document pages 22-40)

III. Theatre (internet document pages 41-59)

IV. Visual Arts (internet document pages 60-81)