

Campbell County School District #1
Gillette, Wyoming

Music - Kindergarten

In Campbell County School District, general music teachers are expected to teach a program that balances instrumentation, vocal, and rhythmic movement. This program includes Orff/Kodaly instrumentation through hand percussive instruments. Vocal training encompasses solfage and basic sightreading of a musical score at ability levels. Rhythmic movement is also part of the general music program. This may include body percussion as well as kinesthetic engagement to internalize rhythmic patterns and beat. A multi-cultural experience through music is also part of the integration in the curricular studies. Share The Music is the primary resource materials used in the general music classroom. Other resources include, but are not limited to, Music and You, K-8 Music, and Randy and Jeff.

MU-KI-01 LISTENING (Content Standard)

State Standard and Benchmark Correlation:

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

Students will start and stop to the music.

MU-KI-01-01 - Start and Stop to the Music (Objective)

T – Teach

When hearing a song, the students will start and stop to the music as directed by the teacher.

MU-KI-02 TEMPO (Content Standard)

State Standard and Benchmark Correlation:

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

Students will recognize and perform fast and slow tempos.

MU-KI-02-01 – Fast and Slow (Objective)

T – Teach

When hearing a song, the students will recognize and perform fast or slow tempos as directed by the teacher.

MU-KI-03 MELODY (Content Standard)

State Standard and Benchmark Correlation:

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

Students will differentiate between high and low pitches.

MU-KI-03-01 - Introduce: Difference Between High and Low Pitches (Objective)

T – Teach

Students will differentiate between high and low pitches while listening to music.

MU-KI-04 RHYTHM (Content Standard)

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

Students will sing or chant and play or clap a steady beat to the music.

MU-KI-04-01 - Introduce: Clap or Play Steady Beat to Music (Objective)

T – Teach

Students will clap or play a steady beat to music.

MU-KI-04-02 - Chant Song/Poem Words in Rhythm (Objective)

T - Teach

Students will chant the words of the text of a song or poem in rhythm with the rest of the class.

MU-KI-04-03 Participate in Singing Games (Objective)

T - Teach

Students will participate in singing games.

MU-KI-05 EXPRESSION (Content Standard)

State Standard and Benchmark Correlation:

FA4.2.1 Use Terminology Relevant to the Art Form

Students will demonstrate loud and soft using voice and instruments.

MU-KI-05-01 - Differentiate Between Loud and Soft (Objective)

T – Teach

Students will differentiate between loud and soft using voice and instruments.

last update 7/2009

md/pc

Campbell County School District #1

Gillette, Wyoming

Music - Grade 1

In Campbell County School District, general music teachers are expected to teach a program that balances instrumentation, vocal, and rhythmic movement. This program includes Orff/Kodaly instrumentation through hand percussive instruments and Orff based xylophone instruments. Vocal training encompasses solfage and basic sightreading of a musical score at ability levels. Rhythmic movement is also part of the general music program. This may include body percussion as well as kinesthetic engagement to internalize rhythmic patterns and beat. A multi-cultural experience through music is also part of the integration in the curricular studies. Share The Music is the primary resource materials used in the general music classroom. Other resources include, but are not limited to, Music and You, K-8 Music, a variety of computer software, and Randy and Jeff.

MU-01-01 RHYTHM (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.2 Exhibit or Perform Artistic Works

FA4.2.1 Use Terminology Relevant to the Art Form

Students will explore and identify a variety of rhythmic patterns and phrases.

MU-01-01-01 - Perform Beat (Objective)

Students will perform beat (speak, pat, clap, play, step, etc.).

MU-01-01-02 - Respond to Various Tempos (Objective)

Students will respond accurately to various tempos and apply the terms "fast," "slow," etc., to identify tempos and tempo changes.

MU-01-01-03 - Identify Quarter Note/Rest; Double Eighth Notes (Objective)

Students will identify quarter notes, quarter rests, and two beamed eighth notes.

MU-01-01-04 - Ostinato Pattern (Objective)

Students will identify a repeated pattern as an ostinato.

MU-01-01-05 - Perform 4-Beat Patterns (Objective)

Students will perform, clap, and play four-beat patterns individually and a group.

MU-01-02 MELODY (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.1.3 Collaborate in the Creative Artistic Process

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

Students will demonstrate an understanding of melodic movement through singing or playing.

MU-01-02-01 - Differentiate Between High and Low Tones (Objective)

Students will differentiate between high and low tones.

MU-01-02-02 - Differentiate Between Same and Different Melodies (Objective)

Students will differentiate between same and different melodies.

MU-01-02-03 - Respond to Up, Down, and Repeated Melodic Movement (Objective)

Students will identify melodic contours as moving upwards, downwards, or repeating pitches.

MU-01-02-04 - Identify Pitches as Higher or Lower (Objective)

Students will identify two pitches in chants as higher and lower, then sol, la and mi, with gestures, vocally and on instruments.

MU-01-02-05 - Identify Three Pitches as Sol, Mi, La (Objective)

Students will identify three pitches in chants as sol, mi, and la, with gestures, vocally and on instruments.

MU-01-02-06 - Pitch Matching (Objective)

Students will accurately match scale tones: sol, mi, and la, with their singing voices.

MU-01-02-07 Respond in a Call and Response Song (Objective)

Students will accurately respond in a call and response song.

MU-01-03 TEXTURE (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.4.1 Appropriate Behavior for Context/Style of Art

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will demonstrate an ostinato and identify thick and thin textures.

MU-01-03-01 - Repeating Patterns (Ostinati) (Objective)

Students will perform repeating patterns (ostinati) over the beat using speech, body percussion, or an instrument.

MU-01-03-02 - Solo vs. Group (Objective)

Students will accurately discern between group and solo performances.

MU-01-04 TIMBRE (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.1.3 Collaborate in the Creative Artistic Process

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.4.1 Appropriate Behavior for Context/Style of Art

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will differentiate between vocal and instrumental timbres.

MU-01-04-01 Identify Instruments (Objective)

Students will learn the names of classroom instruments, the technique for playing each, and their classification by type: wood/metal, membrane/rattle.

MU-01-04-02 - Voice Types: Speak, Whisper, Sing, Call (Objective)

Students will identify voice types:

- Speak
- Whisper
- Sing
- Call

MU-01-04-03 - Instruments of the Brass Family (Objective)

Students will identify instruments in the brass family.

MU-01-04-04 - Musical Instrument Preferences (Objective)

Students will explain their personal preferences of classroom instruments.

MU-01-05 FORM (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

- FA4.1.1 Variety of Materials/Resources to Explore Arts
- FA4.2.1 Use Terminology Relevant to the Art Form
- FA4.2.2 Recognize/Describe Elements Relevant to Art Works
- FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will identify parts of a song.

MU-01-05-01 - Introduction of a Song (Objective)

Students will identify the introduction of a song.

MU-01-05-02 - Phrases in Speech and Song (Objective)

Students will identify phrases in speech and song.

MU-01-05-03 - Sections of a Song - Same or Different (Objective)

Students will identify sections of a song as same or different (i.e., AA or AB).

MU-01-05-04 - Sections of a Song - Verse and Refrain (Objective)

Students will identify sections of a song as verse and refrain.

MU-01-06 EXPRESSIVE ELEMENTS (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

- FA4.1.1 Variety of Materials/Resources to Explore Arts
- FA4.1.2 Exhibit or Perform Artistic Works
- FA4.2.1 Use Terminology Relevant to the Art Form
- FA4.2.2 Recognize/Describe Elements Relevant to Art Works
- FA4.2.4 Describe Idea/Feeling About Experiencing Art Works
- FA4.4.1 Appropriate Behavior for Context/Style of Art
- FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will demonstrate expressive elements through vocal, instrumental, or movement performance.

MU-01-06-01 - Dynamics (Objective)

Students will identify and use dynamics--loud compared with soft, becoming louder then softer--to illustrate songs, stories, chants, movements, and playing.

MU-01-07 HISTORY (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.3.1 Artistic Works of Specific Cultures/Times/Places

Students will identify multi-cultural songs.

MU-01-07-01 - Exposure to Multi-Cultural Music (Objective)

Students will be exposed to music from many different cultures.

MU-01-08 THEORY (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will identify the music staff.

MU-01-08-01 - Identify the Music Staff (Objective)

Students will identify the music staff.

MU-01-08-02 - Identify Notes -- Lines and Spaces (Objective)

Students will identify notes around a line and in a space in the music staff.

last update 7/29/2009

md/pc

Gillette, Wyoming

Music - Grade 2

In Campbell County School District, general music teachers are expected to teach a program that balances instrumentation, vocal, and rhythmic movement. This program includes Orff/Kodaly instrumentation through hand percussive instruments and Orff based xylophone instruments, as well as recorders. Vocal training encompasses solfage and basic sightreading of a musical score at ability levels. Rhythmic movement is also part of the general music program. This may include body percussion as well as kinesthetic engagement to internalize rhythmic patterns and beat. A multi-cultural experience through music is also part of the integration in the curricular studies. Share The Music is the primary resource materials used in the general music classroom. Other resources include, but are not limited to, Music and You, K-8 Music, Music Alive, a variety of computer software, and Randy and Jeff.

MU-02-01 RHYTHM (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

- FA4.1.1 Variety of Materials/Resources to Explore Arts
- FA4.1.2 Exhibit or Perform Artistic Works
- FA4.2.1 Use Terminology Relevant to the Art Form
- FA4.2.2 Recognize/Describe Elements Relevant to Art Works
- FA4.4.1 Appropriate Behavior for Context/Style of Art
- FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will demonstrate rhythmic competency.

MU-02-01-01 - Half Note (Objective)

Students will perform, read, and write the half note by adding a tie to two quarter notes.

MU-02-01-02 - Identify Notations (Objective)

Students will identify the following notations: half note, half rest, dotted half note.

MU-02-01-03 - Strong Beat vs. Weak Beat (Objective)

Students will identify a strong beat vs. a weak beat.

MU-02-01-04 - Beat Groupings of Two and Three (Objective)

Students will identify beat groupings of two and three.

MU-02-02 MELODY (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

- FA4.1.1 Variety of Materials/Resources to Explore Arts
- FA4.1.2 Exhibit or Perform Artistic Works
- FA4.2.1 Use Terminology Relevant to the Art Form
- FA4.2.2 Recognize/Describe Elements Relevant to Art Works
- FA4.2.4 Describe Idea/Feeling About Experiencing Art Works
- FA4.4.1 Appropriate Behavior for Context/Style of Art
- FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will demonstrate steps, skips, and three-note pentatonic patterns by singing or playing.

MU-02-02-01 - Review/Practice Sol-Mi and La (Objective)

Students will review and practice sol-mi and la in singing, movement, and on the staff.

MU-02-02-02 - Steps and Skips (Objective)

Students will discern the distance of steps and skips on instruments, on the staff, and in their singing.

MU-02-02-03 - Mi-Re-Do Patterns (Objective)

Students will identify mi-re-do patterns in performance and notation.

MU-02-02-04 - Read, Write, Sing, Play Songs in Pentatonic (Objective)

Students will read, write, sing, and play songs in pentatonic.

MU-02-03 TEXTURE (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.4.1 Appropriate Behavior for Context/Style of Art

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will identify a tonic bordun.

MU-02-03-01 - Tonic Chord, Broken Bordun (Objective)

Students will accompany appropriate song material with tonic chord and broken bordun on bar instruments.

MU-02-04 TIMBRE (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.3.1 Artistic Works of Specific Cultures/Times/Places

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will identify instrument families and rhythmic instruments.

MU-02-04-01 - Instruments: Brass, Woodwinds, Percussion, Strings (Objective)

Students will be introduced to the instrument families:

•Brass

•Percussion

•Woodwind

•Strings

MU-02-04-02 - Identify Rhythm Instruments By Name (Objective)

Students will identify rhythm instruments by name.

MU-02-04-03 - Musical Instrument Preferences (Objective)

Students will explain their personal preferences of the four families of musical instruments.

MU-02-05 FORM (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will identify ABA, coda, and rondo form.

MU-02-05-01 - ABA and Rondo Form (Objective)

Students will identify ABA and Rondo form.

MU-02-05-02 - Coda (Objective)

Students will identify Coda as a special ending section of a song.

MU-02-06 EXPRESSIVE ELEMENTS (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.4.1 Appropriate Behavior for Context/Style of Art

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will demonstrate expressive elements through vocal, instrumental, or movement performance.

MU-02-06-01 Crescendo/Decrescendo (Objective)

Students will identify and use Crescendo and Decrescendo.

MU-02-06-02 - Forte/Piano (Objective)

Students will identify and use Forte and Piano.

MU-02-07 HISTORY (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.3.1 Artistic Works of Specific Cultures/Times/Places

Students will listen to multi-cultural music.

MU-02-07-01 - Multi-Cultural Music (Objective)

Students will be exposed to music from many different cultures.

MU-02-08 THEORY (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will demonstrate knowledge of music theory through written work.

MU-02-08-01 - Identify Notes (Objective)

Students will identify notes in a space or around a line and staff.

MU-02-08-02 - Tie and Accent Symbols (Objective)

Students will identify the tie and accent symbols.

Campbell County School District #1

Gillette, Wyoming

Music - Grade 3

In Campbell County School District, general music teachers are expected to teach a program that balances instrumentation, vocal, and rhythmic movement. This program includes Orff/Kodaly instrumentation through hand percussive instruments and Orff based xylophone instruments, as well as recorders. This may also include piano keyboard. Vocal training encompasses solfage and basic sightreading of a musical score at ability levels. Rhythmic movement is also part of the general music program. This may include body percussion as well as kinesthetic engagement to internalize rhythmic patterns and beat. A multi-cultural experience through music is also part of the integration in the curricular studies. Share The Music is the primary resource materials used in the general music classroom. Other resources include, but are not limited to, Music and You, K-8 Music, a variety of computer software, and Randy and Jeff.

MU-03-01 RHYTHM (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

- FA4.1.1 Variety of Materials/Resources to Explore Arts
- FA4.1.2 Exhibit or Perform Artistic Works
- FA4.1.3 Collaborate in the Creative Artistic Process
- FA4.2.1 Use Terminology Relevant to the Art Form
- FA4.2.2 Recognize/Describe Elements Relevant to Art Works
- FA4.4.1 Appropriate Behavior for Context/Style of Art
- FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will demonstrate rhythmic competency through aural and written work.

MU-03-01-01 - 2/4 and 4/4 Meter; Accents (Objective)

Students will identify and conduct 2/4 and 4/4 meter; they will observe the down beat as beat one and metric accent.

MU-03-01-02 - 3/4 Meter (Objective)

Students will define, identify, and perform 3/4 meter.

MU-03-01-03 - Echo Clapping (Objective)

Students will lead echo clapping.

MU-03-01-04 - Identify Notations (Objective)

Students will identify the following notations: whole note, whole rest, eighth note, eighth rest, dotted quarter note, and dotted half note.

MU-03-02 MELODY (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

- FA4.1.1 Variety of Materials/Resources to Explore Arts
- FA4.1.2 Exhibit or Perform Artistic Works
- FA4.2.1 Use Terminology Relevant to the Art Form
- FA4.2.2 Recognize/Describe Elements Relevant to Art Works
- FA4.4.1 Appropriate Behavior for Context/Style of Art
- FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will recognize melodic direction and clear diction in singing.

MU-03-02-01 - Melodic Direction in Music (Objective)

Students will visually, aurally, and kinesthetically recognize melodic direction in music.

MU-03-02-02 - Clear Diction in Singing (Objective)

Students will demonstrate the use of clear diction in singing.

MU-03-02-03 - Tonal Vocabulary (Objective)

Students will add high due to the tonal vocabulary.

MU-03-03 TEXTURE (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.1.3 Collaborate in the Creative Artistic Process

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.4.1 Appropriate Behavior for Context/Style of Art

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will identify two- and three-part rounds and canons.

MU-03-03-01 - Perform in Two- and Three-Part Canons (Objective)

Students will perform in two- and three- part canons with the class and in small groups.

MU-03-04 TIMBRE (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.3.1 Artistic Works of Specific Cultures/Times/Places

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will identify folk and orchestral strings as well as the difference between men's, women's, and children's singing voices.

MU-03-04-01 - Folk vs. Orchestral Strings (Objective)

Students will identify, compare, and contrast folk strings to orchestral strings.

MU-03-04-02 - Differentiate Between Voices (Objective)

Students will identify the following singing voices: man, woman, child (or children).

MU-03-04-03 - Instruments of the String Family (Objective)

Students will identify instruments of the strings family and explain their personal preference for instruments within the strings family.

MU-03-05 FORM (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.2.4 Describe Idea/Feeling About Experiencing Art Works

FA4.4.1 Appropriate Behavior for Context/Style of Art

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will identify intros, interludes, and codas; they will review rondo form.

MU-03-05-01 - Rondo Form (Objective)

Students will review rondo form by performing, creating, and listening.

MU-03-05-02 - Introductions, Interludes, Codas for Songs (Objective)

Students will create introductions, interludes, and/or codas for songs and instrumental pieces.

MU-03-06 EXPRESSIVE ELEMENTS (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.3.1 Artistic Works of Specific Cultures/Times/Places

FA4.4.1 Appropriate Behavior for Context/Style of Art

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will demonstrate expressive elements through vocal, instrumental, or movement performance.

MU-03-06-01 - Pianissimo and Fortissimo (Objective)

Students will identify and use the Italian terms fortissimo (FF) and pianissimo (pp) for very loud and very soft.

MU-03-06-02 - Staccato and Legato (Objective)

Students will identify, define, and use the terms staccato (short detached note) and legato (smooth connected notes).

MU-03-07 HISTORY (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.1.3 Collaborate in the Creative Artistic Process

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.3.1 Artistic Works of Specific Cultures/Times/Places

FA4.4.1 Appropriate Behavior for Context/Style of Art

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will identify folk songs.

MU-03-07-01 - Folk Songs (Objective)

Students will sing, play, and perform with others folk songs from various cultures.

MU-03-08 THEORY (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

FA4.5.2 Terms Common to the Arts and Other Disciplines

Students will demonstrate knowledge of music theory through written work.

MU-03-08-01 - Treble Clef Lines and Spaces (Objective)

Students will identify treble clef line and space notes (absolute names).

MU-03-08-02 - Bass Clef Notes and Symbols (Objective)

Students will identify the bass clef symbols and notes.

last update 7/29/2009

md/pc

Campbell County School District #1
Gillette, Wyoming

Music - Grade 4

In Campbell County School District, general music teachers are expected to teach a program that balances instrumentation, vocal, and rhythmic movement. This program includes Orff/Kodaly instrumentation through hand percussive instruments and Orff based xylophone instruments, as well as recorders. This may also include piano keyboard. Vocal training encompasses solfage and basic sightreading of a musical score at ability levels. Rhythmic movement is also part of the general music program. This may include body percussion as well as kinesthetic engagement to internalize rhythmic patterns and beat. A multi-cultural experience through music is also part of the integration in the curricular studies. Share The Music and Spotlight On Music are the primary resource materials used in the general music classroom. Other resources include, but are not limited to, Music and You, K-8 Music, a variety of computer software, and Music Alive,

MU-04-01 RHYTHM (Content Standard)

C - Critical

State Standard and Benchmark Correlation:

- FA4.1.1 Variety of Materials/Resources to Explore Arts
- FA4.1.2 Exhibit or Perform Artistic Works
- FA4.2.1 Use Terminology Relevant to the Art Form
- FA4.2.2 Recognize/Describe Elements Relevant to Art Works
- FA4.4.1 Appropriate Behavior for Context/Style of Art
- FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will demonstrate rhythmic competency through aural and written work.

MU-04-01-01 - 2/4, 3/4, and 4/4 Meter Signatures (Objective)

C - Critical - Assessment Reporting Required

Students will identify 2/4, 3/4, and 4/4 meter, observing the metric accents.

MU-04-01-02 - Common Time (Objective)

C - Critical - Assessment Reporting Required

Students will define C as Common time.

MU-04-01-03 - Syncopation (Objective)

Students will perform syncopated rhythm patterns like eighth, quarter, eighth, or eighth, dotted quarter

MU-04-02 MELODY (Content Standard)

C - Critical

State Standard and Benchmark Correlation:

- FA4.1.1 Variety of Materials/Resources to Explore Arts
- FA4.2.1 Use Terminology Relevant to the Art Form
- FA4.2.2 Recognize/Describe Elements Relevant to Art Works
- FA4.4.1 Appropriate Behavior for Context/Style of Art
- FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will recognize half steps and whole steps.

MU-04-02-01 - Half Step, Whole Step (Objective)

C - Critical - Assessment Reporting Required

Students will visually and aurally recognize a half step and a whole step.

MU-04-03 TEXTURE (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.4.1 Appropriate Behavior for Context/Style of Art

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will identify melody vs. accompaniment.

MU-04-03-01 - Melody vs. Accompaniment (Objective)

Students will identify, compare, and contrast melody vs. accompaniment.

MU-04-04 TIMBRE (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.1.3 Collaborate in the Creative Artistic Process

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.3.1 Artistic Works of Specific Cultures/Times/Places

FA4.4.1 Appropriate Behavior for Context/Style of Art

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will identify musical instrument families and instruments.

MU-04-04-01 - Instrument Families (Objective)

Students will review instrument family identification.

MU-04-04-02 - Orchestral Instruments (Objective)

Students will identify orchestral instruments.

MU-04-04-03 - Instruments of the Woodwind Family (Objective)

Students will identify instruments of the woodwind family and explain their personal preference for the woodwind family.

MU-04-04-04 - Techniques for Playing Recorders (Objective)

C- Critical- Assessment Reporting Required

Students will develop techniques to accurately perform, read notation, and improvise using recorders in solo and in group performance.

MU-04-05 FORM (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.4.1 Appropriate Behavior for Context/Style of Art

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will identify march form and theme and variation.

MU-04-05-01 - March as a Form (Objective)

Students will identify a march through listening and movement.

MU-04-05-02 - Theme and Variations (Objective)

Students will identify, define, and perform theme and variations.

MU-04-06 EXPRESSIVE ELEMENTS (Content Standard)

C - Critical - Assessment Reporting Required

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.4.1 Appropriate Behavior for Context/Style of Art

Students will demonstrate expressive elements through vocal, instrumental, and movement performance.

MU-04-06-01 - Terms (Objective)

Students will identify and use the following Italian terms:

- | | | | |
|----------|--------|-------------------|-------------------|
| •andante | •largo | •accelerando | •presto |
| •allegro | •lento | •mezzo forte (mf) | •mezzo piano (mp) |
| •ritard | •forte | •piano | |

MU-04-07 HISTORY (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.3.1 Artistic Works of Specific Cultures/Times/Places

FA4.4.1 Appropriate Behavior for Context/Style of Art

Students will identify patriotic songs and program music and describe how an idea connects to the music; they will recognize one composer and his music.

MU-04-07-01 – Program Music (Objective)

Students will identify characteristics of program music.

MU-04-07-02 – Patriotic Song Unit (Objective)

Students will perform, listen and explore patriotic music.

MU-04-08 THEORY (Content Standard)

C – Critical – Assessment Reporting Required

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will demonstrate knowledge of music theory through written work.

MU-04-08-01 - Identify Musical Symbols (Objective)

C – Critical – Assessment Reporting Required

Students will identify the following musical symbols:

- barline
- measure
- repeat sign
- staff
- double barline
- treble clef
- bass clef
- tie
- fermata
- meter signature

MU-04-08-02 - Complete an Incomplete Measure (Objective)

C - Critical - Assessment Reporting Required

Students will complete an incomplete measure of rhythm by writing, clapping, or playing.

MU-04-08-03 - Note Names and Values (Objective)

C - Critical - Assessment Reporting Required

Students will identify the following note values and/or rests:

- quarter note
- quarter rest
- half note
- half rest
- whole note
- whole rest
- eighth note
- eighth rest

MU-04-08-04 - Identify Treble Clef Pitches (Objective)

C - Critical - Assessment Reporting Required

Students will identify the pitches on the lines and spaces of the Treble/"G" clef.

last update 7/29/2009

md/pc

Campbell County School District #1

Gillette, Wyoming

Music - Grade 5

In Campbell County School District, general music teachers are expected to teach a program that balances instrumentation, vocal, and rhythmic movement. This program includes Orff/Kodaly instrumentation through hand percussive instruments and Orff based xylophone instruments, as well as recorders. This may also include, guitar and piano keyboard. Vocal training encompasses solfage and basic sightreading of a musical score at ability levels. Rhythmic movement is also part of the general music program. This may include body percussion as well as kinesthetic engagement to internalize rhythmic patterns and beat. A multi-cultural experience through music is also part of the integration in the curricular studies. Spotlight On Music is the primary resource materials used in the general music classroom. Other resources include, but are not limited to, Music and You, K-8 Music, Music Alive, a variety of computer software, and Hotspots Guitar.

MU-05-01 RHYTHM (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

- FA8.1.1 Variety of Materials, Skills, Elements, Principles
- FA8.2.1 Describe Artistic Works Using Various Concepts
- FA8.2.2 Materials, Techniques, Technology, Processes
- FA8.4.1 Appropriate Behavior for Context/Style of Art
- FA8.4.2 Identify Elements Common to Arts/Other Disciplines

Students will identify changing meters and triplets.

MU-05-01-01 - Rhythms in 6/8 (Objective)

Students will perform, read, and write rhythms in 6/8 or other meters where an eighth note is the beat unit.

MU-05-01-02 - 2/2 Meter (Objective)

Students will define, identify, and perform 2/2 meter (alla breve).

MU-05-01-03 - Triplet Notation (Objective)

Students will identify and perform triplet notation.

MU-05-01-04 - Sixteenth and Eighth Note Patterns (Objective)

Students will identify and perform sixteenth- and eighth-note patterns.

MU-05-01-05 - Changing Meters (Objective)

Students will identify changing meters.

MU-05-02 MELODY (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

- FA8.1.1 Variety of Materials, Skills, Elements, Principles
- FA8.1.2 Prepare/Revise Works for Presentation
- FA8.2.1 Describe Artistic Works Using Various Concepts
- FA8.2.2 Materials, Techniques, Technology, Processes
- FA8.3.1 Identify/Describe Art of Specific Cultures/Times

FA8.4.1 Appropriate Behavior for Context/Style of Art

FA8.4.2 Identify Elements Common to Arts/Other Disciplines

FA8.4.3 Vocational/Cultural/Recreational Art Opportunities

Students will identify major, minor, and I-V chord changes in a musical composition.

MU-05-02-01 - Identify Major and Minor (Objective)

Students will identify major and minor tonalities.

MU-05-02-02 - Introduce fa (Objective)

Students will be introduced to fa and will be able to identify and perform fa.

MU-05-02-03 - Tonal Center of a Scale (Objective)

Students will identify the tonal center of a scale visually and on instruments.

MU-05-02-04 - Chords (Objective)

Students will define chord and will demonstrate chords on barred instruments.

MU-05-02-05 - Harmony (Objective)

Students will explore the function of harmony by playing I-V chord changes on instruments (barred, string, keyboard, etc.).

MU-05-03 TEXTURE (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

FA8.1.2 Prepare/Revise Works for Presentation

FA8.1.3 Collaborate W/Others in Creative/Artistic Process

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.2.2 Materials, Techniques, Technology, Processes

FA8.4.1 Appropriate Behavior for Context/Style of Art

FA8.4.2 Identify Elements Common to Arts/Other Disciplines

Students will identify thick and thin texture and will sing descants and two-part music in parallel harmonies.

MU-05-03-01 - Two-Part Music (Objective)

Students will sing two-part music.

MU-05-03-02 - Parallel Harmonies (Objective)

Students will perform music moving in parallel harmonies by singing or playing.

MU-05-03-03 - Descant (Objective)

Students will sing a descant.

MU-05-03-04 - Thick/Thin Texture in Music (Objective)

Students will identify, compare, and contrast thin and thick texture in music.

MU-05-04 TIMBRE (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.2.2 Materials, Techniques, Technology, Processes

FA8.2.3 Influence of Personal Experience to Interpret Art

FA8.4.1 Appropriate Behavior for Context/Style of Art

FA8.4.2 Identify Elements Common to Arts/Other Disciplines

Students will identify treble and bass and band vs. orchestra.

MU-05-04-01 - Treble/Bass Sounds (Objective)

Students will define and identify treble and bass sounds.

MU-05-04-02 - Band vs. Orchestra (Objective)

Students will aurally identify, compare, and contrast bands and orchestras and explain their personal preference for one or the other.

MU-05-05 FORM / PARTS OF A SONG (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

FA8.1.2 Prepare/Revise Works for Presentation

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.2.2 Materials, Techniques, Technology, Processes

FA8.4.1 Appropriate Behavior for Context/Style of Art

Students will identify parts of a song.

MU-05-05-01 - Theme and Variations (Objective)

Students will review analysis of theme and variation (introduced in grade 4).

MU-05-05-02 - Define Form (Objective)

Students will define form through analysis of AA, AB, ABA, and rondo review.

MU-05-06 EXPRESSIVE ELEMENTS (Content Standard)

C - Critical - Assessment Reporting Required

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

FA8.1.2 Prepare/Revise Works for Presentation

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.2.2 Materials, Techniques, Technology, Processes

FA8.3.1 Identify/Describe Art of Specific Cultures/Times

FA8.4.1 Appropriate Behavior for Context/Style of Art

FA8.4.2 Identify Elements Common to Arts/Other Disciplines

Students will demonstrate expressive elements through vocal, instrumental, or movement performance.

MU-05-06-01 - Music Terms (Objective)

Students will review the following Italian terms (introduced in grade 4):

* slur	* fortissimo	* pianissimo	* Da Capo	* triplet
* coda	* mezzo forte	* natural	* Dal Segno	* meter signature
* flat	* mezzo piano	* sharp	* accent	* first ending

MU-05-07 HISTORY (Content Standard)

C - Critical - Assessment Reporting Required

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.2.2 Materials, Techniques, Technology, Processes

FA8.3.1 Identify/Describe Art of Specific Cultures/Times

FA8.4.2 Identify Elements Common to Arts/Other Disciplines

The students will be introduced to the Classical and Baroque periods of music history.

MU-05-07-01 - Periods of Music (Objective)

Students will identify the characteristics of the Classical and Baroque periods of music history.

MU-05-08 THEORY (Content Standard)

C – Critical – Assessment Reporting Required

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

FA8.2.2 Materials, Techniques, Technology, Processes

FA8.4.1 Appropriate Behavior for Context/Style of Art

Students will demonstrate knowledge of music theory through written work:

- eighth
- notes & rests
- quarter
- whole
- half
- dotted half
- dotted quarter
- dotted eighth

MU-05-08-01 - D.C. and D.S. (Objective)

C – Critical – Assessment Reporting Required

Students will identify and use D.C. (Da capo) and D.S. (Dal segno).

MU-05-08-02 – Identify Middle C (Objective)

C-NR - Critical-District Reporting Not Required

Students will identify middle C on the treble and bass staves.

MU-05-08-03 - Absolute Pitch Names of Bass Clef (Objective)

C-NR - Critical-District Reporting Not Required

Student will identify the absolute pitch names of the bass clef.

MU-05-08-04 - Key Signatures (Objective)

C – NR – Critical – District Reporting Not Required

Students will be introduced to key signatures.

MU-05-08-05 - Draw and Identify Counts in 4/4 Meter (Objective)

C-NR - Critical-District Reporting Not Required

Student will draw and identify counts in 4/4 meter.

MU-05-09 OPPORTUNITIES IN THE ARTS (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

FA8.1.2 Prepare/Revise Works for Presentation

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.2.2 Materials, Techniques, Technology, Processes

FA8.4.1 Appropriate Behavior for Context/Style of Art

FA8.4.2 Identify Elements Common to Arts/Other Disciplines

FA8.4.3 Vocational/Cultural/Recreational Art Opportunities

Students will develop an awareness of opportunities in the arts in our community.

MU-05-09-01 - Arts Opportunities (Objective)

Students will become aware of arts opportunities in their own community.

last update 7/29/2009

md/pc

Music - Grade 6

In Campbell County School District, general music teachers are expected to teach a program that balances instrumentation, vocal, and rhythmic movement. This program includes Orff/Kodaly instrumentation through hand percussive instruments and Orff based xylophone instruments, as well as recorders. This may also include, guitar and piano keyboard. Vocal training encompasses solfage and basic sightreading of a musical score at ability levels. Rhythmic movement is also part of the general music program. This may include body percussion as well as kinesthetic engagement to internalize rhythmic patterns and beat. A multi-cultural experience through music is also part of the integration in the curricular studies. Spotlight On Music is the primary resource materials used in the general music classroom. Other resources include, but are not limited to, Music and You, K-8 Music, Music Alive, a variety of computer software, and Hotspots Guitar.

MU-06-01 RECOGNIZE THE ELEMENTS OF MUSIC (Content Standard)

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

- FA8.1.1 Variety of Materials, Skills, Elements, Principles
- FA8.1.3 Collaborate With Others in Creative/Artistic Process
- FA8.2.1 Describe Artistic Works Using Various Concepts
- FA8.2.2 Materials, Techniques, Technology, Processes
- FA8.3.1 Identify/Describe Art of Specific Cultures/Times
- FA8.4.1 Appropriate Behavior for Context/Style of Art

Students will recognize the elements of music.

MU-06-01-01 - Recognize the Elements of Music (Objective)

C-CS - Critical-Assessment at Content Standard

Students will recognize the various elements of music:

- Rhythm
- Timbre
- Texture
- Melody
- Form
- Expressive Elements

MU-06-02 APPLY THE ELEMENTS OF MUSIC (Content Standard)

T – Teach

State Standard and Benchmark Correlation:

- FA8.1.1 Variety of Materials, Skills, Elements, Principles
- FA8.1.3 Collaborate With Others in Creative/Artistic Process
- FA8.2.1 Describe Artistic Works Using Various Concepts
- FA8.2.2 Materials, Techniques, Technology, Processes
- FA8.3.1 Identify/Describe Art of Specific Cultures/Times
- FA8.4.1 Appropriate Behavior for Context/Style of Art

Students will recognize the elements of music.

MU-06-02-01 - Apply the Elements of Music (Objective)

C-CS – Critical – Assessment at Content Standard

Students will apply their knowledge of the elements of music to vocal, instrumental, or dance performance.

MU-06-03 HISTORY (Content Standard)

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

- FA8.1.1 Variety of Materials, Skills, Elements, Principles
- FA8.2.1 Describe Artistic Works Using Various Concepts
- FA8.2.2 Materials, Techniques, Technology, Processes
- FA8.3.1 Identify/Describe Art of Specific Cultures/Times
- FA8.3.2 How History/Culture/the Arts Influence Each Other
- FA8.4.1 Appropriate Behavior for Context/Style of Art
- FA8.4.2 Identify Elements Common to Arts/Other Disciplines
- FA8.4.3 Vocational/Cultural/Recreational Art Opportunities

Students will discern differences between historical musical periods and their composers:, Chopin, Tchaikovsky, Copeland, and Gershwin.

MU-06-03-01 - Historical Musical Periods (Objective)

C-CS - Critical-Assessment at Content Standard

Students will identify and explore the characteristics of the Romantic and 20th Century period of music, as well as two composers from each period:

Chopin, Tchaikovasky, Copland, and Gershwin.

MU-06-04 MUSIC NOTATION: NOTE VALUES (Content Standard)

C – NR – Critical – District Reporting Not Required

State Standard and Benchmark Correlation:

- FA8.1.1 Variety of Materials, Skills, Elements, Principles
- FA8.1.2 Prepare/Revise Works for Presentation
- FA8.2.1 Describe Artistic Works Using Various Concepts
- FA8.2.2 Materials, Techniques, Technology, Processes
- FA8.4.1 Appropriate Behavior for Context/Style of Art

Students will recognize, analyze, and demonstrate knowledge of music notation and symbols with voice and instruments: (Emphasis on note values)

- | | | |
|---------------|--------------------------------|------------------|
| • music staff | • line and space notes | • flat |
| • tie | • accent | • DC, DS |
| • treble clef | • bar lines | • natural |
| • bass clef | • repeat signs | • key signatures |
| • sharp | • complete/incomplete measures | |

MU-06-05-01 - Note Values (Objective)

C-NR - Critical-District Reporting Not Required

Students will demonstrate understanding of note values through vocal, instrumental, or movement performance.

MU-06-05 MUSIC NOTATION: EXPRESSIVE ELEMENTS (Content Standard)

C – NR – Critical – District Reporting Not Required

State Standard and Benchmark Correlation:

- FA8.1.1 Variety of Materials, Skills, Elements, Principles
- FA8.1.2 Prepare/Revise Works for Presentation
- FA8.2.1 Describe Artistic Works Using Various Concepts
- FA8.2.2 Materials, Techniques, Technology, Processes
- FA8.4.1 Appropriate Behavior for Context/Style of Art

Students will recognize, analyze, and demonstrate knowledge of music notation and symbols with voice and instruments: (Emphasis on expressive elements)

- music staff
- tie
- treble clef
- bass clef
- DC, DS
- line and space notes
- accent
- bar lines
- repeat signs
- complete/incomplete measures
- flat
- sharp
- natural
- key signatures

MU-06-05-01 - Expressive Elements (Objective)

C-NR - Critical-District Reporting Not Required

Students will demonstrate understanding of expressive elements through vocal, instrumental, or movement performance.

MU-06-06 ARTS OPPORTUNITIES (Content Standard)

T - Teach

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

FA8.1.2 Prepare/Revise Works for Presentation

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.2.2 Materials, Techniques, Technology, Processes

FA8.4.1 Appropriate Behavior for Context/Style of Art

FA8.4.2 Identify Elements Common to Arts/Other Disciplines

FA8.4.3 Vocational/Cultural/Recreational Art Opportunities

Students will develop an awareness of arts opportunities in our community.

MU-06-06-01 - Opportunities in the Arts (Objective)

Students will become aware of opportunities in the arts within their own community.

last update 7/29/2009
md/pc

**Campbell County School District # 1
Gillette, Wyoming**

INSTRUMENTAL MUSIC - Beginning Band & Strings, Grade 5

MU-B5-01 CARE/MAINTENANCE OF INSTRUMENTS (Content Standard)

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

Students will properly maintain and care for their instruments as outlined in the objective descriptor.

MU-B5-01-01 - Instrument Care and Maintenance (Objective)

C-NR - Critical-District Reporting Not Required

Students will demonstrate proper care and maintenance of their instruments by:

- using respective instrument lubricants properly (oils, grease, etc.) as the instruments require and when asked to do so.
- always swabbing their instruments thoroughly when through playing (woodwinds).
- storing the instruments in the cases properly when they are not in use.
- taking responsibility for sheet music and method books.
- correctly transporting instruments whether in or out of case.

MU-B5-02 POSTURE AND PLAYING POSITION (Content Standard)

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

Students will demonstrate proper posture and playing position.

MU-B5-02-01 - Proper Posture, Proper Playing Position (Objective)

S - Supporting

Students will demonstrate proper posture and playing position.

MU-B5-03 TONE PRODUCTION (Content Standard)

State Standard and Benchmark Correlation:

FA-08-01-01 Variety of Materials, Skills, Elements, Principles

Students will demonstrate proper tone production for their instruments.

MU-B5-03-01 - Proper Embouchure (Objective)

C-NR - Critical-District Reporting Not Required

Wind players will demonstrate the proper embouchure for their respective instruments.

MU-B5-03-02 - Proper Breath Support and Characteristic Tone (Objective)

S - Supporting

Wind players will demonstrate characteristic tone through proper breath support or technique.

MU-B5-03-03 - Articulation (Objective)

S - Supporting

Wind and string players will use correct basic articulation/bowing. Percussionists will demonstrate proper hand positions.

MU-B5-04 NAMES/FINGERINGS OF NOTES (Content Standard)

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

FA8.2.1 Describe Artistic Works Using Various Concepts

Students will correctly identify the lines and spaces of the staff for their own instruments, and they will know the correct fingerings for those notes.

MU-B5-04-01 Names of Staff Lines and Spaces (Objective)

C-NR - Critical-District Reporting Not Required

Students will identify the names of the lines and spaces of the staff in which their instrument plays.

MU-B5-04-02 - Names and Fingerings of Notes (Objective)

C-NR - Critical-District Reporting Not Required

Students will identify by name and demonstrate the correct fingerings for the notes as they are introduced for their own instruments.

MU-B5-05 NOTE VALUES (Content Standard)

State Standard and Benchmark Correlation:

FA8.2.1 Describe Artistic Works Using Various Concepts

Students will correctly identify and demonstrate the note and rest values in various meters.

MU-B5-05-01 - Understand Note Values (Objective)

S - Supporting

Students will correctly identify and demonstrate the note and rest values in various meters.

MU-B5-06 MUSICAL TERMINOLOGY (Content Standard)

State Standard and Benchmark Correlation:

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.2.2 Materials, Techniques, Technology, Processes

Students will know and understand music terminology and symbols.

MU-B5-06-01 - Music Terms and Symbols (Objective)

C-NR - Critical-District Reporting Not Required

Students will acquire a working knowledge of musical terminology and symbols as they occur.

MU-B5-07 PERFORMANCE AND CONCERT ETIQUETTE (Content Standard)

State Standard and Benchmark Correlation:

FA8.1.3 Collaborate W/Others in Creative/Artistic Process

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.3.1 Identify/Describe Art of Specific Cultures/Times

FA8.4.1 Appropriate Behavior for Context/Style of Art

Students will play musical instruments in public performance and will demonstrate proper concert etiquette.

MU-B5-07-01 - Performance (Objective)

S - Supporting

Students will play musical instruments alone or with others in a public performance.

MU-B5-07-02 - Concert Etiquette (Objective)

S - Supporting

Students will exhibit proper concert etiquette at concerts, recitals, and other public events.

last update 7/29/2009

pc

Campbell County School District # 1

Gillette, Wyoming

INSTRUMENTAL MUSIC - Beginning Band & Strings, Grade 6

MU-B6-01 CARE/MAINTENANCE OF INSTRUMENTS (Content Standard)

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

Students will properly maintain and care for their instruments as outlined in the objective descriptor.

MU-B6-01-01 - Instrument Care and Maintenance (Objective)

C-NR - Critical-District Reporting Not Required

The students will demonstrate proper care and maintenance of their instruments by:

- using respective instrument lubricants properly (oils, grease, etc.) as the instruments require and when asked to do so.
- always swabbing their instruments thoroughly when through playing (woodwinds).

- storing the instruments in the cases properly when they are not in use.
- taking responsibility for sheet music and method books.
- correctly transporting instruments whether in or out of case.

MU-B6-02 POSTURE AND PLAYING POSITION (Content Standard)

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

Students will demonstrate proper posture and playing position.

MU-B6-02-01 - Proper Posture, Proper Playing Position (Objective)

S - Supporting

Students will demonstrate proper posture and playing position.

MU-B6-03 TONE PRODUCTION (Content Standard)

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

Students will demonstrate proper tone production for their instruments.

MU-B6-03-01 - Proper Embouchure (Objective)

C-NR - Critical-District Reporting Not Required

Wind players will demonstrate the proper embouchure for their respective instruments.

MU-B6-03-02 - Proper Breath Support and Characteristic Tone (Objective)

S - Supporting

Wind players will demonstrate characteristic tone through proper breath support or technique.

MU-B6-03-03 - Articulation (Objective)

S - Supporting

Wind and string players will use correct basic articulation/bowing. Percussionists will demonstrate proper hand positions.

MU-B6-04 NAMES/FINGERINGS OF NOTES (Content Standard)

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

FA8.2.1 Describe Artistic Works Using Various Concepts

Students will correctly identify the lines and spaces of the staff for their own instruments, and they will know the correct fingerings for those notes.

MU-B6-04-01 Names of Staff Lines and Spaces (Objective)

C-NR - Critical-District Reporting Not Required

Students will identify the names of the lines and spaces of the staff in which their instrument plays.

MU-B6-04-02 - Names and Fingerings of Notes (Objective)

C-NR - Critical-District Reporting Not Required

Students will identify by name and demonstrate the correct fingerings for the notes as they are introduced for their own instruments.

MU-B6-05 NOTE VALUES (Content Standard)

State Standard and Benchmark Correlation:

FA8.2.1 Describe Artistic Works Using Various Concepts

Students will correctly identify and demonstrate the note and rest values in various meters.

MU-B6-05-01 - Understand Note Values (Objective)

S - Supporting

Students will correctly identify and demonstrate the note and rest values in various meters.

MU-B6-06 MUSICAL TERMINOLOGY (Content Standard)

State Standard and Benchmark Correlation:

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.2.2 Materials, Techniques, Technology, Processes

Students will know and understand music terminology and symbols.

MU-B6-06-01 - Music Terms and Symbols (Objective)

C-NR - Critical-District Reporting Not Required

Students will acquire a working knowledge of musical terminology and symbols as they occur.

MU-B6-07 PERFORMANCE AND CONCERT ETIQUETTE (Content Standard)

State Standard and Benchmark Correlation:

FA8.1.3 Collaborate W/Others in Creative/Artistic Process

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.3.1 Identify/Describe Art of Specific Cultures/Times

FA8.4.1 Appropriate Behavior for Context/Style of Art

Students will play musical instruments in public performance and will demonstrate proper concert etiquette.

MU-B6-07-01 - Performance (Objective)

S - Supporting

Students will play musical instruments alone or with others in a public performance.

MU-B6-07-02 - Concert Etiquette (Objective)

S - Supporting

Students will exhibit proper concert etiquette at concerts, recitals, and other public events.

last update 7/2009

pc