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MUSIC: K-4 Elementary Curriculum

NYS Standard 1: Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. **Key Idea:** Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

CREATING, PERFORMING, AND PARTICIPATING IN THE ARTS

Performance Indicators:		
<p>MU.1.1 create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources</p> <p>MU.1.2 sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts</p> <p>MU.1.3 read simple standard notation in performance, and follow vocal or keyboard scores in listening</p> <p>MU.1.4 in performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I-II) and respond appropriately to the gestures of the conductor</p>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> ▪ Compose soundscapes for voices, body percussion, instruments, and environmental sounds ▪ Engage in vocal exploration using speaking, singing, calling, and whispering ▪ Sing melodic echoes and dialogue songs ▪ Learn correct playing techniques for pitched and non-pitched percussion instruments ▪ Play and invent simple rhythm patterns ▪ Read upward/downward melodic motion icons ▪ Read long/short icons ▪ Sing a variety of simple songs in various keys and meters, alone and with a group 	<ul style="list-style-type: none"> ▪ Compose, using sound and movement, backgrounds or settings for poems, stories, songs, and speech pieces using voices, body percussion, instruments, and environmental and electronic sounds ▪ Engage in vocal exploration using high, middle, and low registers. ▪ Develop head voice sounds and sustain tones ▪ Sing melodic patterns in echo and call-and-response forms ▪ Explore techniques for playing mallet instruments and non-pitched percussion instruments ▪ Interpret icons representing beat, duration, tempo changes, and dynamic changes ▪ Read icons representing melodic motion ▪ Sing a variety of simple songs in various keys and meters, alone and with a group ▪ Play instruments in combination with each other 	<ul style="list-style-type: none"> ▪ Create settings, sound effects, or accompaniments for songs, poems, dances, and speech and creative movement pieces, using a variety of sound sources and movement ideas ▪ Engage in vocal exploration, blending chest and head voice throughout the vocal range to produce uniform tonal quality in each register ▪ Expand dynamic range to <i>mp-mf</i> ▪ Sing melodic patterns in echo and call-and-response forms; sing simple drones and melodic ostinatos ▪ Develop basic mallet technique ▪ Play melodic patterns and simple melodies on mallet instruments ▪ Read simple duple and triple meter ▪ Read melodic patterns that include <i>do, mi, so, and la</i> ▪ Sing a variety of simple songs in various keys and meters, alone and with a group, responding to cues from a conductor ▪ Play instruments in groups

MUSIC: K-4 Elementary Curriculum

NYS Standard 1: Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. **Key Idea:** Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

CREATING, PERFORMING, AND PARTICIPATING IN THE ARTS

Performance Indicators:	
<p>MU.1.1 create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources</p> <p>MU.1.2 sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts</p> <p>MU.1.3 read simple standard notation in performance, and follow vocal or keyboard scores in listening</p> <p>MU.1.4 in performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I-II) and respond appropriately to the gestures of the conductor</p>	
Grade 3	Grade 4
<ul style="list-style-type: none"> ▪ Compose accompaniments and dramatizations for songs and readings, using a variety of sound sources and movements ▪ Compose simple melodies based on a pentatonic scale ▪ Develop correct breathing techniques and correct posture for singing ▪ Develop resonance singing on a neutral syllable ▪ Develop aural perception and inner hearing skills ▪ Expand dynamic range: <i>p-f</i> while maintaining appropriate vocal quality ▪ Sing echo songs, melodic ostinatos, partner songs, rounds, countermelodies, descants, and easy 2-part canons ▪ Develop “crossover” mallet technique for playing borduns and ostinatos ▪ Play accompaniments for songs and speech pieces using body percussion, non-pitched percussion, and/or mallet instruments ▪ Play notes B, A, G, E, D on a recorder ▪ Read melodies based on a <i>do, la, and so</i> pentatonic scale ▪ Read notation in simple meter ▪ Sing and play on mallet instruments a variety of songs in various keys and meters, alone and with a group, responding to cues from a conductor 	<ul style="list-style-type: none"> ▪ Create, notate, and perform a pentatonic melodies, variations on a theme, pieces in rondo form, and canons ▪ Build confidence in solo singing ▪ Practice blending chest and head voice throughout the vocal range to produce uniform tonal quality in each register ▪ Develop correct intonation, singing extended pentatonic patterns and scales ▪ Develop <i>legato</i> singing ▪ Sing, melodic ostinatos, partner songs, rounds, canons, countermelodies, descants, and 2-part songs ▪ Use mallet instruments, keyboard, and/or recorder to create question/answer rhythmic phrases ▪ Play accompaniments on mallet instruments involving two chords: I-V, I-VI, I-VII ▪ Perform the following skills on a recorder: <ul style="list-style-type: none"> ○ Play two-, three-, four-, and five-note tonal patterns, ostinatos, and countermelodies ○ Play syncopated rhythm patterns ○ Play melodic phrases using steps, skips, and repeats ○ Accompany 2-chord songs in keys G and D ▪ Read notation that contain an upbeat ▪ Identify the letter names for pitches ▪ Play simple songs on a recorder alone and with a group, responding to cues from a conductor ▪ Sing with sensitivity to blend in a group or choral ensemble, responding to cues from a conductor

MUSIC: K-4 Elementary Curriculum

NYS Standard 2: Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities’ music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

KNOWING AND USING ARTS MATERIALS AND RESOURCES

<u>Performance Indicators:</u>		
<p>MU.2.1 Use classroom and nontraditional instruments in performing and creating music</p> <p>MU.2.2 Construct instruments out of material not commonly used for musical instruments</p> <p>MU.2.3 Use current technology to manipulate sound</p> <p>MU.2.4 Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used</p> <p>MU.2.5 Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school</p> <p>MU.2.6 Discuss ways that music is used by various members of the community</p>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> ▪ Use instruments as “sound effects” for stories, poems, and dramatizations ▪ Explore a range of sound possibilities with voices, body percussion, instruments, and environmental and electronic sound sources ▪ Create percussion instruments from objects found in a kitchen: spoons, pots and pans, dry peas, etc. ▪ Experiment with the volume control knob and power button of a CD player. ▪ Identify places and events when they hear music. ▪ Demonstrate proper audience behavior when attending an assembly, school concert or school production 	<ul style="list-style-type: none"> ▪ Improvise simple sound pieces for voices, body percussion, classroom instruments, and environmental and electronic sounds ▪ Develop awareness of timbre categories: woods, metals, shakers, scrapers, and so on. Incorporate this awareness into finding non-traditional instruments in the classroom (i.e. pencil, crinkled paper, etc.) ▪ Students keep a steady beat using the bass drum sounds on an electronic keyboard ▪ Identify various performing arts professionals: dancers, musicians, composers, conductors, etc. ▪ Demonstrate proper audience behavior when attending an assembly, school concert or school production ▪ Describe the mood and style in a variety of music and identify when each variety of music would be used to enhance a story, play, or movie plot 	<ul style="list-style-type: none"> ▪ Improvise sound pieces and music to accompany movement, poetry, and storytelling, using a variety of media, including technology sources. ▪ Improvise body percussion or found instruments to accompany songs or speech pieces ▪ Use the non-pitched percussion sounds or sound effects (ocean waves, horses galloping, applause, rain) of an electronic keyboard to create a “soundscape” to accompany a poetry reading or story ▪ Learn greeting songs from various cultures ▪ Demonstrate proper audience behavior when attending an assembly, school concert or school production ▪ Demonstrate proper audience behavior during an in-class ensemble performance ▪ Discover how some composers and performers (i.e. The Banana Slug String Band) entertains people while teaching them about science, history, and/or social responsibility

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KNOWING AND USING ARTS MATERIALS AND RESOURCES

Performance Indicators:	
<p>MU.2.1 Use classroom and nontraditional instruments in performing and creating music</p> <p>MU.2.2 Construct instruments out of material not commonly used for musical instruments</p> <p>MU.2.3 Use current technology to manipulate sound</p> <p>MU.2.4 Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used</p> <p>MU.2.5 Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school</p> <p>MU.2.6 Discuss ways that music is used by various members of the community</p>	
Grade 3	Grade 4
<ul style="list-style-type: none"> ▪ Play accompaniments for songs and speech pieces using body percussion, non-pitched percussion, mallet instruments, environmental and electronic sounds ▪ Explore sounds from objects found in nature: dried leaves, sticks, pebbles, water, etc. ▪ Students play I and V chord accompaniment on a synthesizer or electronic keyboard. Students choose the “style” of accompaniment offered on the keyboard ▪ Students attend school assemblies and field trips where they are introduced to area musicians ▪ Demonstrate proper audience behavior when attending an assembly, school concert, school production, and/or professional production (i.e. field trip to the Buffalo Philharmonic) ▪ Students journal how music influences their lives. Final drafts are displayed at a concert performance. 	<ul style="list-style-type: none"> ▪ Use body percussion, non-pitched percussion, mallet instruments, environmental and electronic sounds to perform rhythm rounds, and create question/answer rhythmic phrases ▪ Students invent and instrument for each instrument family and construct their inventions from household items (i.e. paper towel rolls, beans, rubber bands, etc.) ▪ Use available music sampling software to create basic ostinato accompaniments ▪ Students create a soundtrack to a pre-existing movie that enhances the mood and story line a scene in a movie ▪ Demonstrate proper “backstage” behavior during a school musical comedy or concert performance ▪ Demonstrate proper audience behavior when attending an assembly, school concert, school production, and/or professional production (i.e. field trip to the Buffalo Philharmonic) ▪ Students program music for various school events: school dance, graduation, pep rally.

MUSIC: K-4 Elementary Curriculum

NYS Standard 3: Responding To and Analyzing Works of Art Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

RESPONDING TO AND ANALYZING WORKS OF ART

Performance Indicators:		
<p>MU.3.1 through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others’</p> <p>MU.3.2 describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc.</p> <p>MU.3.3 discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre</p> <p>MU.3.4 describe the music’s context in terms related to its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.)</p> <p>MU.3.5 describe their understandings of particular pieces of music and how they relate to their surroundings</p>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> ▪ Respond to characteristics of phrase form, rhythm, melodies, and accompaniment ▪ Identify environmental sounds and classroom instrument sounds ▪ Identify differences between vocal sounds: speaking, singing, shouting, whispering, humming ▪ Recognize the appropriateness of different vocal choices ▪ Students move to show the different characteristics of music ▪ Students learn about composers ▪ Students identify the function of various styles of songs: lullaby, march, holiday carols, etc. 	<ul style="list-style-type: none"> ▪ Respond to characteristics of phrase form, rhythm, melodies, and accompaniment ▪ Identify symphonic instruments, and found sounds ▪ Identify vocal timbres ▪ Respond to expressive qualities in music such tempo and dynamic changes ▪ Describe how the lyrics of a song tell a story. Identify the songs characteristics that aid in storytelling ▪ Compare and contrast greeting songs from several cultures 	<ul style="list-style-type: none"> ▪ Identify the characteristics of phase form, sectional form, rhythmic elements, and melodic direction and patterns ▪ Contrast styles of two pieces ▪ Identify melodic and rhythmic ostinatos ▪ Identify vocal timbres of individuals and groups ▪ Identify various instrumental timbres, including non-pitched and pitched percussion, strings, woodwinds, brass, and electronic instruments ▪ Identify and respond to changes in articulation changes and section changes ▪ Describe mood and style in a variety of music ▪ Listen to music that suggest a story or subject ▪ Discuss how the words of a song can express feelings

MUSIC: K-4 Elementary Curriculum

NYS Standard 3: Responding To and Analyzing Works of Art Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

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<p>MU.3.1 through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others’</p> <p>MU.3.2 describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc.</p> <p>MU.3.3 discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre</p> <p>MU.3.4 describe the music’s context in terms related to its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.)</p> <p>MU.3.5 describe their understandings of particular pieces of music and how they relate to their surroundings</p>	
Grade 3	Grade 4
<ul style="list-style-type: none"> ▪ Identify binary form (AB or AABB), ternary form, and rondo form ▪ Identify rhythmic elements, contrasting elements in music, patterns and themes ▪ Identify chord changes in a two-chord song ▪ Distinguish between major and minor tonality ▪ Analyze and describe how tempo, dynamics, and timbre affect the mood of a piece ▪ Identify several vocal timbres ▪ Identify instrument families in the orchestra ▪ Respond to expressive qualities in music ▪ Learn how to conduct a chorus, compose a song, and perform in an ensemble to better understand the role of musicians in society ▪ Discuss the role of dances in the social life of historical settings (Old West, 18th Vienna, Native American culture) 	<ul style="list-style-type: none"> ▪ Identify form in instrumental pieces ▪ Identify rhythmic elements, contrasting elements in music, patterns and themes ▪ Identify the vocal timbres of groups ▪ Identify individual instruments aurally ▪ Identify families of instruments from diverse cultures ▪ Analyze and describe differences between orchestra and band sound ▪ Respond to expressive qualities in music ▪ Compare and describe the elements of style in two contrasting pieces ▪ Visit a local radio station to learn the various functions of each employee (i.e. program manager, sound engineer, sales accountant, etc.). Discuss the various radio stations/genres available ▪ Students perform for area adult residences and hospitals to learn how music can be used as a type of therapy for others

MUSIC: K-4 Elementary Curriculum

NYS Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

UNDERSTANDING THE CULTURAL DIMENSIONS AND CONTRIBUTIONS OF THE ARTS

Performance Indicators:		
<p>MU.4.1 identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world</p> <p>MU.4.2 identify the titles and composers of well-known examples of classical concert music and blues/jazz selections</p> <p>MU.4.3 identify the primary cultural, geographical, and historical settings for the music they listen to and perform</p>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> ▪ Sing simple songs representing genres and styles from diverse cultures from the Silver Burdett <i>Making Music</i> Kindergarten series ▪ Memorize a repertoire of songs to be performed for Kindergarten graduation ▪ Listen to music of diverse cultures and styles 	<ul style="list-style-type: none"> ▪ Sing simple songs representing genres and styles from diverse cultures from the Silver Burdett <i>Making Music</i> First Grade series ▪ Memorize a repertoire of songs to be performed for a final school concert ▪ Students identify the works of the following composers: <ul style="list-style-type: none"> ○ Woody Guthrie ○ Herbie Hancock ○ Gustav Holst ○ John Philip Sousa ○ Roslyn Burough ▪ Students find the countries of origin of the folk songs they sing in class 	<ul style="list-style-type: none"> ▪ Sing songs representing genres and styles from diverse cultures from the Silver Burdett <i>Making Music</i> Second Grade series and Music K-8 publishers ▪ Memorize a repertoire of songs to be performed for a final school concert ▪ Students identify the works of the following composers: <ul style="list-style-type: none"> ○ Aaron Copland ○ B.B. King ○ Ernesto “Tito” Puente ○ Ottorino Respighi ○ Juanita Uloa-Newland ○ Franz Joseph Haydn ▪ Students learn holiday songs from various cultures

MUSIC: K-4 Elementary Curriculum

NYS Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

UNDERSTANDING THE CULTURAL DIMENSIONS AND CONTRIBUTIONS OF THE ARTS

Performance Indicators:

MU.4.1 identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world

MU.4.2 identify the titles and composers of well-known examples of classical concert music and blues/jazz selections

MU.4.3 identify the primary cultural, geographical, and historical settings for the music they listen to and perform

Grade 3	Grade 4
<ul style="list-style-type: none"> ▪ Sing songs representing genres and styles from diverse cultures from the Silver Burdett <i>Making Music</i> Third Grade series and Music K-8 publishers ▪ Memorize a repertoire of songs to be performed for a final school concert ▪ Students identify the works of the following composers: <ul style="list-style-type: none"> ○ Amadeus Mozart ○ Serge Prokofiev ○ Frédéric Chopin ○ George M. Cohan ○ Claude Debussy ○ Lionel Hapton ○ Ma-Shui Long ○ Piotr Ilyich Tchaikovsky ○ Carol King ▪ Perform a pantomimed play of <i>Peter and the Wolf</i> by Serge Prokofiev by responding to the orchestral cues/elements. 	<ul style="list-style-type: none"> ▪ Sing songs representing genres and styles from diverse cultures from the Silver Burdett <i>Making Music</i> Third Grade series and Music K-8 publishers ▪ Memorize a repertoire of songs to be performed for a final school concert ▪ Perform a pantomimed play of <i>Peter and the Wolf</i> by Serge Prokofiev by responding to the orchestral cues/elements ▪ Students identify the works of the following composers: <ul style="list-style-type: none"> ○ Gustav Mahler ○ Ludwig van Beethoven ○ Béla Bartók ○ Bobby McFerrin ○ Johann Sebastian Bach ○ W.C Handy ○ Camille Saint-Saens ○ Antonio Vivaldi ○ Branford Marsalis ▪ Discuss the role of music during the colonial period of the United States of America

MUSIC: 5-8 Intermediate Curriculum

NYS Standard 1: Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Key Idea: Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Creating, Performing and Participating in the Arts

Performance Indicators:	
<p>MU.1.1 compose simple pieces that reflect a knowledge of melodic, rhythmic, harmonic, timbral, and dynamic elements</p> <p>MU.1.2 sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, duration, and loudness</p> <p>MU.1.3 improvise short musical compositions that exhibit cohesiveness and musical expression</p> <p>MU.1.4 in performing ensembles, read moderately easy/ moderately difficult music (New York State School Music Association [NYSSMA] level III-IV) and respond appropriately to the gestures of the conductor</p> <p>MU.1.5 identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and composing music of their own and others, and discuss ways to improve them</p>	
Grade 5	Grade 6
<ul style="list-style-type: none"> • Compose and arrange accompaniments for songs, poems, stories and dramas, using music and movement • Perform varied repertoire while refining good singing posture and technique including developing deep breathing skills • Explore improvising ostinatos that are appropriate for the vocal selection on classroom instruments • During this first year of band, students will begin to read music and execute it in an ensemble • Self-evaluation rubrics for individual and group projects will be used to reflect on student performances 	<ul style="list-style-type: none"> • Compose and create original verses for a 12- bar blues in AAB form • Play xylophones and other classroom instruments with proper technique during blues • Explore and rehearse improvising during the correct spaces and with appropriate inflection during a break in the blues form • During this second year of band, students will begin to feel more comfortable with watching and following the conductor • Upon completion of a project like their own 12 bar blues, the students will evaluate their own work as well as the work of their peers
Grade 7	Grade 8
<ul style="list-style-type: none"> • Invent a scale, using classroom instruments and technology options, and compose a melody using that scale • Sing with sensitivity to blend in a group or choral ensemble while refining singing posture and deep breathing skills • Improvise answer phrases when given question phrases as well as use melodic sequences during improvisations • During this third year of band, students will evaluate their practice habits to constantly improve their ability to read and perform music at a higher level • Opportunities will be provided for individuals to play small pieces alone demonstrating good technique and style with feedback from peers 	<ul style="list-style-type: none"> • Compose, notate and perform original songs, instrumental works, speech pieces and dramatizations • Students will perform their original compositions and record them on CD/DVD • A requirement for this original composition/video recording will be for a section which is structured for improvisation but is still cohesive with the rest of the work • In this fourth year of band, students will take a leadership role by demonstrating and modeling proper rehearsal and performance technique to younger peers • The class will assign different roles and procedures to each other taking advantage of each students' unique strengths for the recording/video.

MUSIC: 5-8 Intermediate Curriculum

NYS Standard 2: Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

KNOWING AND USING ARTS MATERIALS AND RESOURCES

<p>Performance Indicators:</p> <p>MU.2.1 use traditional or nontraditional sound sources, including electronic ones, in composing and performing simple pieces</p> <p>MU.2.2 use school and community resources to develop information on music and musicians</p> <p>MU.2.3 use current technology to create, produce and record/playback music</p> <p>MU.2.4 identify a community-based musical interest or role and explain the skills, knowledge, and resources necessary to pursue the interest or adopt the role</p> <p>MU.2.5 demonstrate appropriate listening and other participatory responses to music of a variety of genres and cultures</p> <p>MU.2.6 investigate some career options related to their musical interests</p>	
Grade 5	Grade 6
<ul style="list-style-type: none"> • Compose and arrange accompaniments for songs, poems, stories and dramas, using classroom instruments and symbolic notation • Use textbook resources to identify a musical career/person in which they are interested • Use library resources, including the internet to find a career/person that is similar to the identified person in order to compare/contrast these different roles • Students will show appropriate listening to music everyday when they come to class and begin with their music journal/diary • Students will show appropriate listening when they perform for each other in class and attend concerts in the school auditorium 	<ul style="list-style-type: none"> • Improvise on xylophones and other classroom instruments with proper technique during blues unit • While performing, students will record their presentations with digital video cameras and mp3 players. Afterwards, they will evaluate and assess themselves and their peers. • Students will show appropriate listening to music everyday when they come to class and begin with their music journal/diary • Students will show appropriate listening when they perform for each other in class and attend concerts in the school auditorium
Grade 7	Grade 8
<ul style="list-style-type: none"> • Create their own instruments from materials they bring in from home • Explore and apply how different materials have different tone colors and how this affects music instrument making • Students will show appropriate listening to music everyday when they come to class and begin with their music journal/diary • Students will show appropriate listening when they perform for each other in class and attend concerts in the school auditorium • Students will identify a community-based musician/organization in which they are interested and invite them to speak at the school 	<ul style="list-style-type: none"> • Students will compose, notate, record and perform their own original songs, instrumental works, speech pieces and dramatizations • Pieces will include recording with digital devices and editing with software available such as Garageband, iDVD, iTunes and iMovie • Conduct research and share in presentation format their findings on musical career options including artist, performer, producer, business management, music industry, among others • Students will show appropriate listening to music everyday when they come to class and begin with their music journal/diary • Students will show appropriate listening when they perform for each other in class and attend concerts in the school auditorium

MUSIC: 5-8 Intermediate Curriculum

NYS Standard 3: Responding To And Analyzing Works of Art - Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Key Idea: Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

RESPONDING TO AND ANALYZING WORKS OF ART

Performance Indicators:

MU.3.1 listen, analyze and evaluate their own and others’ performances, improvisations, and compositions by identifying and comparing them with similar works and events

MU.3.2 use appropriate terms to reflect a working knowledge of the musical elements

MU.3.3 demonstrate a basic awareness of the technical skills musicians must develop to produce an aesthetically acceptable performance

MU.3.4 use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events)

MU.3.5 use basic scientific concepts to explain how music-related sound is produced, transmitted through air, and perceived

MU.3.6 use terminology from music and other arts to analyze and compare the structures of musical and other artistic and literary works

Grade 5	Grade 6
<ul style="list-style-type: none"> • Listen to the same song recorded and performed by two different artists in order to compare and contrast the different styles • Students will learn and keep track of new vocabulary learned in their personal music journals/diaries as well as on the Word Wall that divides the vocabulary into the five elements of music • When performing, students will understand, practice and demonstrate proper playing technique • Using appropriate activities from Silver Burdett’s <i>Making Music</i>, students will continually be analyzing and comparing all songs they sing and hear in the classroom 	<ul style="list-style-type: none"> • Using appropriate activities from Silver Burdett’s <i>Making Music</i>, students will continually be analyzing and comparing all songs they sing and hear in the classroom • Students will learn and keep track of new vocabulary learned in their personal music journals/diaries as well as on the Word Wall that divides the vocabulary into the five elements of music • Many inter-disciplinary connections to other arts and core subjects will be discovered throughout. Specifically, the blues unit in Grade 6 will be linked to Picasso’s Blue Period. • Students will watch videos of music performances with worksheets to promote evaluating and thinking about the individual and ensemble skill necessary to perform at a professional level.
Grade 7	Grade 8
<ul style="list-style-type: none"> • Using appropriate activities from Silver Burdett’s <i>Making Music</i>, students will continually be analyzing and comparing all songs they sing and hear in the classroom • Students will learn and keep track of new vocabulary learned in their personal music journals/diaries as well as on the Word Wall that divides the vocabulary into the five elements of music • During their music instrument invention unit, students will delve deeply into scientific concepts as they relate to sound production 	<ul style="list-style-type: none"> • Using appropriate activities from Silver Burdett’s <i>Making Music</i>, students will continually be analyzing and comparing all songs they sing and hear in the classroom • Students will learn and keep track of new vocabulary learned in their personal music journals/diaries as well as on the Word Wall that divides the vocabulary into the five elements of music • When recording and editing their music video unit, students will discuss when and where it would be appropriate to view this creation. Students will answer the following questions <ul style="list-style-type: none"> ○ “What can you do with music?” ○ “Where can you find music?” ○ “What types of music would you find at a parade? Church? School? Etc...?”

MUSIC: 5-8 Intermediate Curriculum

NYS Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Key Idea: Develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

UNDERSTANDING THE CULTURAL DIMENSIONS AND CONTRIBUTIONS OF THE ARTS

Performance Indicators:	
<p>MU.4.1 identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world</p> <p>MU.4.2 identify from a performance or recording the titles and composers of well-known examples of classical concert music and blues/jazz selections</p> <p>MU.4.3 discuss the current and past cultural, social, and political uses for the music they listen to and perform</p> <p>MU.4.4 in performing ensembles, read and perform repertoire in a culturally authentic manner</p>	
Grade 5	Grade 6
<ul style="list-style-type: none"> • Using grade appropriate material from Silver Burdett’s <i>Making Music</i>, students will sing, analyze, discuss, listen and move to songs and music from a variety of cultures • In their personal music diary, students will compile a list of listening selections categorized by countries or cultures of the world. • Students will identify the following well-known composers/artists: <ul style="list-style-type: none"> ○ Woody Guthrie ○ Aaron Copland ○ Carole King ○ Franz Joseph Haydn ○ Charlie Parker 	<ul style="list-style-type: none"> • Using grade appropriate material from Silver Burdett’s <i>Making Music</i>, students will sing, analyze, discuss, listen and move to songs and music from a variety of cultures • In their personal music diary, students will compile a list of listening selections categorized by countries or cultures of the world. • Students will identify the following well-known composers/artists: <ul style="list-style-type: none"> ○ Scott Joplin ○ Ella Fitzgerald ○ Aretha Franklin ○ Gustav Holst ○ Dave Brubeck ○ Leonard Bernstein
Grade 7	Grade 8
<ul style="list-style-type: none"> • Using grade appropriate material from Silver Burdett’s <i>Making Music</i>, students will sing, analyze, discuss, listen and move to songs and music from a variety of cultures • In their personal music diary, students will compile a list of listening selections categorized by countries or cultures of the world. • Students will identify the following well-known composers/artists: <ul style="list-style-type: none"> ○ Robert Moog ○ Philip Glass ○ John Cage ○ Steve Reich ○ Marvin Gaye 	<ul style="list-style-type: none"> • Using grade appropriate material from Silver Burdett’s <i>Making Music</i>, students will sing, analyze, discuss, listen and move to songs and music from a variety of cultures • In their personal music diary, students will compile a list of listening selections categorized by countries or cultures of the world. • Students will identify the following well-known composers/artists: <ul style="list-style-type: none"> ○ Modest Mussorgsky ○ Arnold Schoenberg ○ Ludwig van Beethoven ○ Tito Puente ○ Hank Williams ○ Petr Ilyich Tchaikovsky

THEATRE: K-8 Curriculum

NYS Standard 1: Creating, Performing and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. **(TH-1)**

CREATING, PERFORMING AND PARTICIPATING IN THE ARTS

Key Idea:

TH.1.1 use creative drama to communicate ideas and feelings

TH.1.2 imitate experiences through pantomime, play making, dramatic play, story dramatization, story telling, and role playing

TH.1.3 use language, voice, gesture, movement, and observation to express their experiences and communicate ideas and feelings

TH.1.4 use basic props, simple set pieces, and costume pieces to establish place, time, and character for the participants

TH.1.5 identify and use in individual and group experiences some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama

Elementary K-4	Intermediate 5-8
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> ✓ Use a belonging from home as practice in handling simple props and as an experience in evoking feelings in an audience ✓ Pantomime the action of a narrated story ✓ Observe the habits of familiar animals and use voice, gesture, body movement to portray the animals to classmates ✓ Act out a scene from a well-known fairy tale using basic props, simple set pieces and costume pieces ✓ Use puppets to dramatize an event: create the dialogue, voices and movement of the puppets to convey the story working in small groups. 	<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> ✓ Develop a point of view on an issue then use improvisation to convey that point of view to an audience ✓ Recall or observe a simple action or moment, such as shopping for a pair of shoes, cooking from a recipe, typing a letter, and imitate the experience through pantomime ✓ Create and act out character charades by using a prop (e.g., hats) so specific to the character that they indicate what/who the character is (age, gender, occupation) ✓ Select an appropriate scene to perform for a younger class: devise the props, costumes and set pieces and rehearse and perform the piece ✓ Suggest the role conflict plays in drama; write scenes with and without a conflict; discuss the differences.
Completed within the Extended Academic Clubs and Intramural periods	

THEATRE: K-8 Curriculum

NYS Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles. **(TH-2)**

KNOWING AND USING ARTS MATERIALS AND RESOURCES

<u>Key Idea:</u>	
<p>TH.2.1 visit theaters, theatre-related facilities, and/or touring companies to observe aspects of theatrical production</p> <p>TH.2.2 use the library/media center of their school or community to find story dramatization material or other theatre-related materials and to view videotapes of performances</p> <p>TH.2.3 attend theatrical performances in their school and demonstrate appropriate audience behavior</p> <p>TH.2.4 speak with theatre professionals about how they prepare for and perform their jobs</p>	
Elementary K-4	Intermediate 5-8
<p><i>Performance Indicators</i></p> <ul style="list-style-type: none"> ✓ Visit a high school to observe the rehearsal of a play and participate in a question and answer session with the production staff ✓ Search the school library for a story suitable to develop into a play ✓ Discuss and adhere to guidelines for proper behavior when attending a theatrical production, behavior which enhances enjoyment and supports the efforts of the performers ✓ Prepare interview questions to use in a discussion with a theatre professional. 	<p><i>Performance Indicators</i></p> <ul style="list-style-type: none"> ✓ Visit local theatre(s) to observe the rehearsal of a play and participate in a question and answer session with the production staff ✓ Use resources (to include media center and internet) to develop a play ✓ Discuss and adhere to guidelines for proper behavior when attending a theatrical production, behavior which enhances enjoyment and supports the efforts of the performers ✓ Prepare interview questions to use in a discussion with a theatre professional.
Completed within the Extended Academic Clubs and Intramural periods	

THEATRE: K-8 Curriculum

NYS Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought (**TH-3**)

RESPONDING TO AND ANALYZING WORKS OF ART

<u>Key Idea:</u>	
TH.3.1 discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology	
TH.3.2 identify the use of other art forms in theatre productions	
TH.3.3 explain the relationship of theatre to film and video	
Elementary K-4	Intermediate 5-8
<ul style="list-style-type: none"> ✓ View a scene or dramatic reading by their peers and describe the theatrical elements such as setting, character, conflict, etc. ✓ Discuss how music, dance and the visual arts are used to enhance musical theatre productions ✓ Compare how live theatre differs from filmed or taped performances. 	<ul style="list-style-type: none"> ✓ Direct a group of their peers and give specific recommendations for improving a small group performance ✓ Design a set, develop costumes or write a song for a scene of a play and explain why the project is appropriate ✓ Compare and contrast a dramatic reading and a silent reading of a particular passage.
Completed within the Extended Academic Clubs and Intramural periods	

THEATRE: K-8 Curriculum

NYS Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. **(TH-4)**

UNDERSTANDING THE CULTURAL DIMENSIONS AND CONTRIBUTIONS OF THE ARTS

<u>Key Idea:</u>	
TH.4.1 dramatize stories and folk tales from various cultures	
TH.4.2 engage in drama/theatre activities including music, dance, and games which reflect other cultures and ethnic groups	
TH.4.3 discuss how classroom theatre activities relate to their lives	
Elementary K-4	Intermediate 5-8
<ul style="list-style-type: none"> ✓ Read a folk tale in which animals play important roles; improvise being animals, comparing and contrasting the "cultures" of animals and human beings ✓ Attend a community ethnic festival to learn about a particular culture, then share dances, songs and games learned at the festival with another class at school ✓ Discuss responses to a theatrical performance explaining what ideas and feelings were conveyed and why the audience sympathized or was displeased with the main character. 	<ul style="list-style-type: none"> ✓ Explore a ritual within a culture which marks a "rite of passage," then improvise a performance which marks an important event in the students' own lives ✓ Create a Native American Festival representing various tribes and demonstrate the cultural indicators of each tribe e.g., rituals, costume, governmental structure, family life, etc.) ✓ Explain how a dramatic performance on video or film depicts a feeling or event they may have experienced.
Completed within the Extended Academic Clubs and Intramural periods	