

Windham School District



K-12 Music Curriculum

Approved by the WSB on April 2, 2019

K-12 Music Department

Philosophy:

Arts education is an integral part of the emotional, academic, and social development of our students in Windham. As arts educators, we aim to provide our students with opportunities to express themselves both individually and collectively through participation in reflective and analytical practices providing greater insight into historical and cultural perspectives. This will enable our students to build interpersonal relationships with each other and within their own selves that will prepare them to be positive contributors to our society. Therefore, the arts provide a means of developing an appreciation of becoming more interconnected within the society in which we live.

With this in mind, it is our objective as music educators to provide a framework for our students to experience this art form in a meaningful and enriching way, enabling them to express themselves and appreciate music in a way that is more profound and meaningful. Music is both a collaborative and personal endeavor that can be experienced on a myriad of levels. Whether our students are performing or engaging in a musical activity, our objective is to expose them to musical practices that will enable inner growth and development. These musical experiences serve as a catalyst for higher-level and critical thinking as well as the development of problem solving skills. It is through this process that students are able to truly connect with music as both an art form and expressive outlet.

Students that participate in the music program in the Windham School District will be provided a well-rounded education that will be filled with high quality performance opportunities as well as a safe environment to create music, challenge themselves, and be self-expressive. Through this, we are confident that our students will develop emotionally in order to be both sophisticated and versatile individuals who are creative purveyors and participants in society. Our graduates will embrace the life skills necessary to be confident and tolerant collaborators in all aspects of their lives.

Title of Curriculum: Grade 1: General Music Theory

Unit Name	What	How	Why
<p>Title: Music Theory</p>	<ul style="list-style-type: none"> ● Quarter Notes (Tahs) ● Eighth Notes (Tee-Tees) ● Quarter Rests (Rests) ● Treble Clef Staff ● Line Notes and Space Notes on the Staff 	<ul style="list-style-type: none"> ● Fun games and activities that reinforce musical concepts such as “Dinoball” and “Stuffyball” ● Learning “The Mr. Graff Staff” 	<ul style="list-style-type: none"> ● Students will understand that there are rules that apply for all music everywhere ● Students will also understand that music, like math, gets more complicated as they get older.
<p>Title: Singing</p>	<ul style="list-style-type: none"> ● Age and developmentally appropriate songs ● Ex: “The Pumpkin March,” “I Like Thanksgiving,” “Bingo,” and “Colors” ● Songs that enhance the general learning curriculum 	<ul style="list-style-type: none"> ● Reading song charts together ● Singing by rote and with piano accompaniment ● Performing for the community 	<ul style="list-style-type: none"> ● Being able to match pitches is important to internalize music ● Singing is the most basic way to perform music for the community. ● Singing is a wonderful way to reinforce reading skills
<p>Title: Instruments and Steady Beat</p>	<ul style="list-style-type: none"> ● Non-pitched instruments (maracas, tambourines) ● Pitched instruments (boomwhackers, xylophones) ● Tapping beats on rhythm sticks 	<ul style="list-style-type: none"> ● Exploring non-pitched rhythm instruments ● Playing simple songs on boomwhackers ● Tapping steady beats while singing songs 	<ul style="list-style-type: none"> ● Being able to tap a steady beat helps with musicianship ● Pitched instruments are important to reinforce music theory in a practical manner ● Learning to play an instrument with others is an important way to reinforce taking turns and teamwork

<p>Title: Musical Fairy Tales</p>	<ul style="list-style-type: none"> ● Leitmotif: character themes ● Beginning, Middle, Ending of a story ● Instrumentation and timbre in “Peter and the Wolf.” 	<ul style="list-style-type: none"> ● Learning about “Peter and the Wolf” ● Creating stories around “The Adventures of Stickey the Stick Man” ● Movement activities around “Sharks and Dolphins” acting out play. 	<ul style="list-style-type: none"> ● There is an important crossover between literature and music ● Adding music to stories allows a more thematic approach to musicianship
<p>Title: Creative Movement</p>	<ul style="list-style-type: none"> ● Simple Pantomime ● Choreographic movements ● Steady Beat/Tempo Marching/movement 	<ul style="list-style-type: none"> ● Performing choreographed movements to accompany lyrics. ● Creating creative movements to follow a musical story. ● Pantomiming while following music. ● Movement activities around “Sharks and Dolphins” acting out play. 	<ul style="list-style-type: none"> ● Students will understand that adding movement to a performance enhances it. ● Movement can help us understand the way music sounds.

Title of Curriculum: Grade 2: General Music Theory

Unit Name	What	How	Why
<p>Title: Music Theory</p>	<ul style="list-style-type: none"> ● Quarter Notes (Tahs) ● Eighth Notes (Tee-Tees) ● All Rests ● Half Notes ● Whole Notes ● Treble Clef Staff ● Line Notes and Space Notes on the Staff 	<ul style="list-style-type: none"> ● Fun games and activities that reinforce musical concepts such as “Musical Dice” and “Bingo” ● Learning “The Mr. Graff Staff” 	<ul style="list-style-type: none"> ● Students will understand that there are rules that apply for all music everywhere ● Students will also understand that music, like math, gets more complicated as they get older.
<p>Title: Singing</p>	<ul style="list-style-type: none"> ● Age and developmentally appropriate songs ● Ex: “The Apple Song,” “Whacky Ogre,” “The Canoe Round,” and “Follow the Drinking Gourd.” ● Songs that reinforce and enhance general learning curriculum (Rocks, presidents, etc.) 	<ul style="list-style-type: none"> ● Reading song charts together ● Singing by rote and with piano accompaniment ● Performing for the community 	<ul style="list-style-type: none"> ● Being able to match pitches is important to internalize music ● Singing is the most basic way to perform music for the community. ● Singing is a wonderful way to reinforce reading skills
<p>Title: Instruments and Steady Beat</p>	<ul style="list-style-type: none"> ● Non-pitched instruments (maracas, tambourines) ● Pitched instruments (boomwhackers, xylophones) ● Tapping beats on rhythm sticks ● Playing cooperative songs 	<ul style="list-style-type: none"> ● Exploring non-pitched rhythm instruments ● Playing advanced songs on boomwhackers: “Twinkle Twinkle,” etc. ● Tapping steady beats while singing songs 	<ul style="list-style-type: none"> ● Being able to tap a steady beat helps with musicianship ● Pitched instruments are important to reinforce music theory in a practical manner ● Learning to play an instrument with others is an important way to reinforce taking turns and teamwork

	on rhythm sticks	<ul style="list-style-type: none"> ● Playing rhythm sticks in an ensemble 	
Title: Orchestra	<ul style="list-style-type: none"> ● Four Families of Instruments: Strings, Woodwinds, Brass, Percussion ● The Conductor is the boss ● Orchestras play “Classical Music” 	<ul style="list-style-type: none"> ● Exploring orchestra/band instruments ● Mapping exercises using the families of the orchestra. ● Movement activities to explore musical timbres 	<ul style="list-style-type: none"> ● The orchestra is a powerful way to learn about classical music ● Classical music is all around us! Listen and notice it!
Title: Creative Movement	<ul style="list-style-type: none"> ● Performance choreography ● “Follow the Drinking Gourd” singing/pantomime story ● Tempos and Dynamics shown through movement 	<ul style="list-style-type: none"> ● Creating choreographed movements to accompany lyrics. ● Creating creative movements to follow a musical story (“Follow the Drinking Gourd”) ● Marching to show tempos ● Marching to show dynamics 	<ul style="list-style-type: none"> ● Students will understand that creative movement enhances a performance. ● Students will understand that creative movement helps us to understand music concepts.

Title of Curriculum: Grade 3: General Music Theory

Unit Name	What	How	Why
<p>Title: Instrumental Unit</p>	<ul style="list-style-type: none"> ● Students will understand how to play various percussion instruments including the recorder. 	<ul style="list-style-type: none"> ● Students will be able to use correct embouchure, posture, hand position, and tonguing when playing the recorder. ● Students will play specific songs by reading notes B, A, and G and using the correct fingerings. ● Students will memorize songs to play for performance. 	<ul style="list-style-type: none"> ● Creation and performance of instrumental music will encourage students to develop skills that can be used across the arts and other disciplines.
<p>Title: Vocalization</p>	<ul style="list-style-type: none"> ● Students will understand how to produce a quality tone. 	<ul style="list-style-type: none"> ● Students will be able to listen and match pitch. ● Students will be able to produce a quality sound. ● Students will be able to differentiate between falsetto and lower voice. ● Students will be able to reading music, lyrics and memorization of lyrics. 	<ul style="list-style-type: none"> ● Expression through singing will encourage students to develop an appreciation for emotional expression and will encourage them to appreciate all art forms.
<p>Title: Evaluation</p>	<ul style="list-style-type: none"> ● Students will understand how to evaluate instrumental and choral 	<ul style="list-style-type: none"> ● Students will be able to evaluate recorder and choral performances in the classroom. 	<ul style="list-style-type: none"> ● Evaluation of instrumental performances encourages students to improve the quality of performances.

	performances to improve ability.	<ul style="list-style-type: none"> ● Students will be able to evaluate recorder performances according to specific guidelines on a rubric. ● Students will be able to evaluate both solo and small ensemble recorder performances in the classroom. 	<ul style="list-style-type: none"> ● Analysis and interpretation of musical works from structural, historical and cultural perspectives encourages students to develop an appreciation for the arts.
Title: Creative Movement	<ul style="list-style-type: none"> ● Students will understand how to create movements to accompany lyrics and music. 	<ul style="list-style-type: none"> ● Students will create choreography movements to go with lyrics. ● Students will create choreography movements to go with instrumental music. ● Students will create music to accompany dramatizations. 	<ul style="list-style-type: none"> ● Analysis and interpretation of artistic dance from structural and cultural perspectives encourages students to develop an appreciation for the arts. ● Communication of creative ideas through movement encourages students to develop an appreciation for the language of dance. ● The expression of human emotion through creative movement encourages students to develop an appreciation for the art form of dance.

Title of Curriculum: Grade 3: Instrumental Music

Unit Name	What	How	Why
Title: Instrument Anatomy	<ul style="list-style-type: none"> ● Mouthpiece ● Body ● Keys ● Footjoint/Bells 	<ul style="list-style-type: none"> ● Fun games and activities that reinforce instrument parts (i.e. “Simon Says” with instrument parts) 	<ul style="list-style-type: none"> ● Students will understand the different parts of the instruments ● Students are better able to assemble and perform their instrument if they know the different parts
Title: Instrument Assembly	<ul style="list-style-type: none"> ● Different parts of the instrument connect together in a specific way 	<ul style="list-style-type: none"> ● Partner work assembling instruments 	<ul style="list-style-type: none"> ● Students will perform best on their instrument if it is assembled correctly
Title: Breathing/posture	<ul style="list-style-type: none"> ● Sit with proper alignment at the edge of the seat ● Breathe from diaphragm and not chest ● Non-audible breath 	<ul style="list-style-type: none"> ● Phillip the breathing owl 	<ul style="list-style-type: none"> ● Students will understand that proper alignment and breathing affect sound production
Title: Technique	<ul style="list-style-type: none"> ● Keeping fingers close to keys ● Proper embouchure 	<ul style="list-style-type: none"> ● Proper technique practiced/applied while working on other rhythmic and melodic skills 	<ul style="list-style-type: none"> ● Students will understand that proper alignment and breathing affect sound production
Title: Basic rhythms	<ul style="list-style-type: none"> ● Eighth notes ● Quarter notes ● Half notes ● Whole notes ● Corresponding rests ● Steady beat 	<ul style="list-style-type: none"> ● Rhythm flashcards ● Call and response rhythms ● Rhythm of the day 	<ul style="list-style-type: none"> ● Students will understand that they must be literate with basic rhythms to perform music ● Students will be unable to perform music correctly and together if they cannot maintain a steady beat

Title: G,A,B	<ul style="list-style-type: none">● Finger/play on instrument● Read fingering chart● Read on a staff	<ul style="list-style-type: none">● Introducing fingerings through finger charts● Partner and group work; solos	<ul style="list-style-type: none">● Students will learn B, A, G on each instrument● Students will be able to apply these notes and perform simple songs
-------------------------------	--	--	--

Title of Curriculum: Grade 4: General Music

Unit Name	What	How	Why
<p>Title: Recorders</p>	<ul style="list-style-type: none"> Students will understand how to play various pitched and non-pitched percussion instruments including the recorder 	<ul style="list-style-type: none"> Students will be able to use correct embouchure, posture and hand positions when playing the recorder. Students will play specific songs by reading the notes and using the correct fingerings. Students will memorize songs to play for performance. 	<ul style="list-style-type: none"> Creation and performance of instrumental music will encourage students to develop skills that can be used across the arts and other disciplines.
<p>Title: Creative Movement</p>	<ul style="list-style-type: none"> Students will understand how to create movements to go with lyrics of choral music 	<ul style="list-style-type: none"> Students will create choreography movements to go with musical performances. Students will create musical accompaniments to correlate with stories. Students will create movements accompany African chants during World Music Drumming Unit. 	<ul style="list-style-type: none"> Analysis and interpretation of artistic dance from structural and cultural perspectives encourages students to develop an appreciation for the arts. Communication of creative ideas through movement encourages students to develop an appreciation for the language of dance. The expression of human emotion through creative movement encourages students to develop an appreciation for the art form of dance.

<p>Title: Theory</p>	<ul style="list-style-type: none"> ● Students will understand note reading and rhythm patterns 	<ul style="list-style-type: none"> ● Students will be able to play the recorder while reading music ● Students will memorize memory tricks to learn the note names on the staff ● Students will be able to identify line and space notes on the staff ● Students will be able to identify note names on the staff ● Students will be able to identify quarter notes, half notes, whole notes and eighth notes ● Students will be able to identify quarter rests, half rests and whole rests ● Students will be able to clap various different rhythm patterns 	<ul style="list-style-type: none"> ● Students will understand how notes are divided into equal numbers of beats per measure ● Students will understand how to identify notes on the treble staff ● Students will understand how note values relate to mathematical patterns.
<p>Title: Evaluation</p>	<ul style="list-style-type: none"> ● Students will understand how to evaluate instrumental and choral performances to improve ability. 	<ul style="list-style-type: none"> ● Students will be able to evaluate recorder and choral performances in the classroom. ● Students will be able to evaluate recorder and 	<ul style="list-style-type: none"> ● Evaluation of instrumental performances encourages students to improve the quality of performances. ● Analysis and interpretation of musical works from structural, historical and

		<p>choral performances according to specific guidelines on a rubric.</p> <ul style="list-style-type: none">● Students will be able to evaluate both solo and small ensemble recorder and choral performances in the classroom.	<p>cultural perspectives encourages students to develop an appreciation for the arts.</p>
--	--	--	---

Windham School District Music Curriculum K-12

Responding - General Music Grade K-4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i> Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Content Standards:</p> <p>MU:Re7.2.2 Describe how specific music concepts are used to support a specific purpose in music</p> <p>MU:Re7.2.1 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose</p> <p>MU:Pr5.1.1 “With limited guidance, use suggested strategies in rehearsal to</p>	<i>Transfer</i>	
	<p>Students will be able to:</p> <p>Listen and play various musical selections and describe the orchestration, tempo and dynamics of the musical piece.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do individuals choose music to experience? How do individuals choose music to experience? How do we discern the musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performance(s)?

<p>address interpretive challenges of music.”</p> <p>(MU:Re7.1.3)a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p> <p>(MU:Re7.2.3) a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).</p> <p>(MU:Re8.1.3)a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers’ interpretations to reflect expressive intent.</p> <p>(MU:Re9.1.3)a Evaluate musical works and performances, applying established criteria , and describe appropriateness to the context.</p>	Acquisition	
Used in Content Area Standards	21st Century Skills	
not applicable	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● how to self-evaluate instrumental and choral performances. ● how to play various percussion instruments and the recorder. ● how to describe the tempo or dynamics of a piece of music ● how to identify various families of instruments while listening to classical music ● how to move their bodies to music, showing tempo and dynamics through their movements 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● evaluating recorder and choral performances in the classroom. ● evaluating musical selections listened to in class. ● evaluating recorder performances according to specific guidelines on a rubric. ● evaluating both solo and small ensemble recorder performances in the classroom.
	<ul style="list-style-type: none"> ● <i>Observe</i> ● <i>Analyze</i> ● <i>Creativity</i> ● <i>Critical thinking</i> ● <i>Problem solving</i> ● <i>Communication</i> ● <i>Collaboration</i> 	

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT:
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Performing - General Music Grades K-4

Stage 1 Desired Results					
<p>ESTABLISHED GOALS:</p> <p>Competencies (Standards?): Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>(MU:Pr4.1.3)a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p> <p>(MU:Pr4.2.3)a Demonstrate understanding of the structure in music selected for performance.</p>	Transfer				
	<p>Students will be able to:</p> <p>Perform a varied and appropriate selection of instrumental and vocal music for themselves or an audience.</p>				
	Meaning				
	<table border="1"> <thead> <tr> <th>ENDURING UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Students will understand that... Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive </td> <td> <ul style="list-style-type: none"> How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works? How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> Students will understand that... Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive 	<ul style="list-style-type: none"> How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works? How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS				
<ul style="list-style-type: none"> Students will understand that... Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive 	<ul style="list-style-type: none"> How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works? How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 				

<p>MU:Pr5.1.2 “Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.”</p> <p>MU:Pr6.1.2 “Perform appropriately for the audience and purpose.”</p> <p>MU:Pr4.2.2 “When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.”</p> <p>MU:Pr4.2.1 “When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.”</p>	<p>intent</p> <ul style="list-style-type: none"> ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response. 	
Acquisition		
<p>MU:Pr5.1.1 “With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.”</p> <p>MU:Pr6.1.1 “Perform appropriately for the audience and purpose .”</p> <p>(MU:Pr4.1.3) a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose , and context.</p> <p>(MU:Pr6.1.3)b Demonstrate performance decorum and audience</p>	<p>Students will know...</p> <ul style="list-style-type: none"> ● <i>how to produce a quality tone</i> ● <i>how to sing together in a group.</i> ● <i>how to sing two-part harmony in partner songs and rounds</i> ● <i>How to identify, clap and read basic note values as well as line and space notes on the treble clef staff.</i> ● <i>How to identify and sing more advanced note values</i> ● How to play simple rhythms and pitches on percussion instruments. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● listening and matching pitch. ● producing a quality sound. ● differentiating between falsetto and lower register. ● singing in simple two-part harmonies ● reading and memorizing lyrics. ● clapping quarter notes, two eighth notes, and quarter rests while reading rhythm cards. ● singing and identifying half notes, dotted-half notes, whole notes and respective rests ● playing particular pitches on boomwhackers by reading lines or spaces on the staff. ● create choreography movements to go with lyrics and instrumental music. Students dramatize music concepts through movement. ● utilizing correct embouchure, posture, and hand positions when playing the recorder.

<p>etiquette appropriate for the context and venue .</p> <p>(MU:Pr4.1.3)a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose , and context.</p> <p>(MU:Pr4.2.3) c Describe how context (such as personal and social) can inform a performance.</p> <p>(MU:Pr4.1.4)a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill .</p> <p>(MU:Pr4.2.4)a Demonstrate understanding of the structure and the elements of music (such as rhythm , pitch , and form) in music selected for performance.</p> <p>(MU:Pr4.1.4)a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill .</p> <p>(MU:Pr5.1.4)b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p>(MU:Pr6.1.4) a Perform music, alone</p>	<ul style="list-style-type: none"> ● How to play more advanced rhythms and pitches on percussion instruments ● <i>how to pantomime movements to leitmotifs in classical music</i> ● <i>How to wait their turn before playing the next instrument</i> ● <i>how to pantomime movements to leitmotifs in classical music</i> ● <i>how to create expressive movement.</i> ● <i>how to play various percussion instruments and the recorder.</i> 	<ul style="list-style-type: none"> ● playing specific songs by reading the notes and using the correct fingerings. ● memorizing songs to play for performance.
--	---	--

<p>or with others, with expression and technical accuracy, and appropriate interpretation. (MU:Pr4.1.4) a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</p> <p>(MU:Pr4.2.4)b When analyzing selected music, read and perform using iconic and/or standard notation.</p> <p>(MU:Pr4.2.4)context (such as social and cultural) informs a performance.</p>		
Used in Content Area Standards	21 st Century Skills	
not applicable	<ul style="list-style-type: none"> • Creativity • Critical thinking • Problem solving • Collaboration 	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Creating - General Music Grade K-4

Stage 1 Desired Results				
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p><i>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Anchor Standard 3: Refine and complete artistic work.</i></p> <p><i>Content Standards:</i></p> <p>(MU:Cr3.1.3)a Evaluate, refine , and document revisions to personal musical ideas, applying teacher provided and collaboratively developed criteria and feedback.</p> <p>(MU:Cr3.2.3)a Present the final version of personal created music to</p>	<i>Transfer</i>			
	<p><i>Students will be able to:</i></p> <p>Sing or play instruments together in a group in order to express ideas, experiences, and stories through music.</p>			
	<i>Meaning</i>			
	<table border="1"> <thead> <tr> <th>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <i>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</i> <i>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</i> <i>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i> </td> <td> <ul style="list-style-type: none"> <i>How do musicians generate creative ideas?</i> <i>How do musicians make creative decisions?</i> <i>How do musicians improve the quality of their creative work?</i> <i>When is creative work ready to share?</i> </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> <i>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</i> <i>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</i> <i>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i>
ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> <i>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</i> <i>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</i> <i>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i> 	<ul style="list-style-type: none"> <i>How do musicians generate creative ideas?</i> <i>How do musicians make creative decisions?</i> <i>How do musicians improve the quality of their creative work?</i> <i>When is creative work ready to share?</i> 			

	<i>Acquisition</i>	
<p>others, and describe connection to expressive intent .</p> <p>(MU:Cr2.1.4)a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context</p> <p>(MU:Cr3.1.4) a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.</p> <p>(MU:Cr3.2.4)a Present the final version of personal created music to others, and explain connection to expressive intent.</p> <p>MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement , or composition to express intent, and explain connection to purpose and context</p> <p>MU:Cr3.1.2 “Interpret and apply personal, peer, and teacher feedback to revise personal music.”</p> <p>MU:Cr2.1.2 Demonstrate and explain personal reasons for selecting</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>how to produce a quality tone</i> ● <i>how to sing two-part harmony in partner songs and rounds</i> ● <i>How to identify, clap and read basic note values as well as line and space notes on the treble clef staff.</i> ● <i>how to create movements to accompany lyrics and music.</i> ● <i>how to pantomime movements to leitmotifs in classical music</i> ● <i>how to create expressive movement.</i> ● <i>how to create movements to go with lyrics of choral music.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● producing a quality sound. ● singing in simple two-part harmonies ● <i>playing particular pitches on boomwhackers by reading lines or spaces on the staff.</i> ● playing non-pitched percussion instruments, ● creating creative movements to follow a musical story. ● creating choreography movements to go with lyrics and instrumental music.

<p>patterns and ideas for music that represent expressive intent.</p> <p>MU:Cr3.1.1 “With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.”</p> <p>MU:Cr2.1.1 “With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.”</p>		
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> ● <i>Creativity</i> ● <i>Imagination</i> ● <i>Critical thinking</i> ● <i>Problem solving</i> ● <i>Collaboration</i> ● <i>Media Literacy</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Connecting - General Music Grades K-4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards):</i></p> <p><i>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</i></p> <p><i>Content Standards:</i></p> <p>MU:Cn10.0.1 “Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.”</p> <p>MU:Cn10.0.2 “Demonstrate how interests, knowledge, and skills relate to personal choices and intent when</p>	Transfer	
	<p><i>Students will be able to: connect musical concepts and selections to their own unique paradigm of the world.</i></p>	
	Meaning	
	<table border="1"> <tr> <td> <p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. </td> <td> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.
<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 	
Acquisition		
<p><i>Students will know...</i></p> <p><i>Music can help enrich our understanding of other disciplines and the world around us.</i></p> <ul style="list-style-type: none"> • <i>Music is a universal language that helps us communicate ideas.</i> 	<p><i>Students will be skilled at...</i></p> <p>Students will be able to use their own life experiences to draw connections to musical selections.</p> <ul style="list-style-type: none"> • Students will be able to use their aural sense to understand different types and styles of music . • Students will be able to discuss and analyze music created 	

<p>creating, performing, and responding to music..</p> <p>(MU:Cn10.0.3) a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>(MU:Cn10.0.3) a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>(MU:Cn10.0.4) a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>(MU:Cn10.0.4) a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding.</p>	<ul style="list-style-type: none"> ● <i>Identify the role of music and musicians in society.</i> 	<p>throughout history, as well as by different cultures.</p> <ul style="list-style-type: none"> ● memorizing memory tricks to learn the note names on the staff. ● Identifying line and space notes on the staff. ● Identifying note names on the staff.
<p><i>Used in Content Area Standards</i></p>	<p><i>21st Century Skills</i></p>	
<p><i>not applicable</i></p>	<ul style="list-style-type: none"> ● <i>Observing</i> ● <i>Analyzing</i> ● <i>Communication</i> ● <i>Collaboration</i> 	

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT:
	OTHER EVIDENCE:

Title of Curriculum: Grade 4: Instrumental Music

Unit Name	What	How	Why
Title: Instrument Anatomy	<ul style="list-style-type: none"> ● Mouthpiece ● Body ● Keys ● Footjoint/Bells ● Reeds ● Valves 	<ul style="list-style-type: none"> ● Fun games and activities that reinforce instrument parts (i.e. “Simon Says” with instrument parts) ● Practice with instrument care (cleaning, oiling valves and slides) 	<ul style="list-style-type: none"> ● Students will understand the different parts of the instruments ● Students are better able to assemble and perform their instrument if they know the different parts ● Students are able to fix instrument error if they understand anatomy (i.e. valve oil)
Title: Instrument Assembly	<ul style="list-style-type: none"> ● Different parts of the instrument connect together in a specific way 	<ul style="list-style-type: none"> ● Partner work assembling instruments 	<ul style="list-style-type: none"> ● Students will perform best on their instrument if it is assembled correctly
Title: Breathing/ Posture	<ul style="list-style-type: none"> ● Sit with proper alignment at the edge of the seat ● Breathe from diaphragm and not chest ● Non-audible breath 	<ul style="list-style-type: none"> ● Phillip the breathing owl 	<ul style="list-style-type: none"> ● Students will understand that proper alignment and breathing affect sound production
Title: Technique	<ul style="list-style-type: none"> ● Keeping fingers close to keys ● Proper embouchure 	<ul style="list-style-type: none"> ● Proper technique practiced/applied while working on other rhythmic and melodic skills 	<ul style="list-style-type: none"> ● Students will understand that proper alignment and breathing affect sound production
Title:	<ul style="list-style-type: none"> ● Eighth notes 	<ul style="list-style-type: none"> ● Rhythm flashcards 	

Basic rhythms	<ul style="list-style-type: none"> ● Quarter notes ● Half notes ● Whole notes ● Dotted half notes ● Corresponding rests ● Steady beat 	<ul style="list-style-type: none"> ● Call and response rhythms ● Rhythm of the day 	<ul style="list-style-type: none"> ● Students will understand that they must be literate with basic rhythms to perform music ● Students will be unable to perform music correctly and together if they cannot maintain a steady beat ● Students will make connections from rhythm of the day to their music
Title: First 6 notes on instrument	<ul style="list-style-type: none"> ● Finger/play on instrument ● Read fingering chart 	<ul style="list-style-type: none"> ● Introducing fingerings through finger charts ● Partner and group work; solos 	<ul style="list-style-type: none"> ● Students will learn the first 6 notes of the Bb major scale ● Students will be able to apply these notes and perform simple songs
Title: Basic dynamics	<ul style="list-style-type: none"> ● Forte ● Piano ● Crescendo ● Decrescendo 	<ul style="list-style-type: none"> ● Warm up exercises in full band ● Music that contains dynamics 	<ul style="list-style-type: none"> ● Students will understand that musicianship is more than just notes and rhythm ● Students will understand that dynamics affect the sound and style of the piece

Title of Curriculum: Grade 5: Instrumental Music

Unit Name	What	How	Why
<p>Title: Instrument Anatomy</p>	<ul style="list-style-type: none"> ● Mouthpiece ● Body ● Keys ● Footjoint/Bells ● Reeds ● Valves 	<ul style="list-style-type: none"> ● Fun games and activities that reinforce instrument parts (i.e. “Simon Says” with instrument parts) ● Practice with instrument care (cleaning, oiling valves and slides) 	<ul style="list-style-type: none"> ● Students will understand the different parts of the instruments ● Students are better able to assemble and perform their instrument if they know the different parts ● Students are able to fix instrument error if they understand anatomy (i.e. valve oil)
<p>Title: Instrument Anatomy</p>	<ul style="list-style-type: none"> ● Different parts of the instrument connect together in a specific way ● Tuning is affected based on how instruments are assembled 	<ul style="list-style-type: none"> ● Partner work assembling instruments 	<ul style="list-style-type: none"> ● Students will perform best on their instrument if it is assembled correctly ● Students will perform better in tune if it is assembled correctly
<p>Title: Breathing/ posture</p>	<ul style="list-style-type: none"> ● Sit with proper alignment at the edge of the seat ● Breathe from diaphragm and not chest ● Non-audible breath 	<ul style="list-style-type: none"> ● Phillip the breathing owl ● Breathing exercises (paper on the wall, breathing to metronome) 	<ul style="list-style-type: none"> ● Students will understand that proper alignment and breathing affect sound production ● Students will understand that proper alignment and breathing affect tuning
<p>Title: Technique</p>	<ul style="list-style-type: none"> ● Keeping fingers close to keys ● Proper embouchure ● Bb major scale 	<ul style="list-style-type: none"> ● Proper technique practiced/applied while working on other rhythmic and 	<ul style="list-style-type: none"> ● Students will understand that proper alignment and breathing affect sound production ● Students will understand that learning scales helps with playing music

		<p>melodic skills</p> <ul style="list-style-type: none"> ● Scale warm up in full band 	
<p>Title: Basic rhythms</p>	<ul style="list-style-type: none"> ● Eighth notes ● Quarter notes ● Half notes ● Whole notes ● Dotted half notes ● Dotted quarter notes ● Non beamed eighth notes ● Corresponding rests ● Steady beat 	<ul style="list-style-type: none"> ● Rhythm flashcards ● Call and response rhythms ● Rhythm of the day 	<ul style="list-style-type: none"> ● Students will understand that they must be literate with basic rhythms to perform music ● Students will be unable to perform music correctly and together if they cannot maintain a steady beat ● Students will make connections from rhythm of the day to their music
<p>Title: Bb major scale</p>	<ul style="list-style-type: none"> ● Finger/play on instrument ● Read fingering chart 	<ul style="list-style-type: none"> ● Introducing fingerings through finger charts ● Partner and group work; solos 	<ul style="list-style-type: none"> ● Students will learn the notes of the Bb major scale ● Students will be able to apply these notes and perform simple songs
<p>Title: Musicianship</p>	<ul style="list-style-type: none"> ● Forte ● Piano ● Crescendo ● Decrescendo ● Staccato ● Tenuto ● Slurs ● Ties 	<ul style="list-style-type: none"> ● Warm up exercises in full band ● Music that contains dynamics and articulation 	<ul style="list-style-type: none"> ● Students will understand that musicianship is more than just notes and rhythm ● Students will understand that dynamics affect the sound and style of the piece

Title of Curriculum: Grade 6: Instrumental Music

Unit Name	What	How	Why
<p>Title: Rhythm Reading</p>	<ul style="list-style-type: none"> ● Understand how to count, read, and play noted rhythms ● Use common time and cut time 	<ul style="list-style-type: none"> ● Count notated rhythms using standard language ● Accurately play notated rhythms within specific time signatures 	<ul style="list-style-type: none"> ● Reading rhythmic notation accurately enhances the performance of a piece of music
<p>Title: Aesthetics of Music</p>	<ul style="list-style-type: none"> ● Understand how to produce a quality sound on an instrument ● Understand the concept of intonation and how to adjust pitch to play in tune with themselves and others ● Understand how to interpret the conductors' written intent by reading the articulation, dynamic, and expressive 	<ul style="list-style-type: none"> ● Produce quality sound on an instrument ● Match tone with others to create a blended and balanced sound ● Listen to and adjust pitch ● Interpret conductors' intent 	<ul style="list-style-type: none"> ● Successful interpretation and musical understanding of new and existing works or music generates meaningful connection to the music being performed

	content of a piece of music		
Title: Rehearsal Techniques	<ul style="list-style-type: none"> • Understand how to participate in a group rehearsal setting • Understand how to collaborate with others to work towards a common goal • Understand independent technical skills needed to actively participate in a group setting 	<ul style="list-style-type: none"> • Work in a group setting to perform new and existing works of music • Interpret conductors' intent towards themselves and to an audience • Implement individual technical skills within an ensemble 	<ul style="list-style-type: none"> • Engaging in meaningful rehearsal practices enhances the musical performance of new and existing work for the benefits of the performers and audience alike • Proper rehearsal techniques foster teamwork and self-discipline through collaboration with others towards a common performance goal

Title of Curriculum: Grade 7: Instrumental Music

Unit Name	What	How	Why
<p>Title: Rhythm Reading</p>	<ul style="list-style-type: none"> ● Understand how to count, read, and play noted rhythms ● Use common time and cut time ● Use simple and compound time 	<ul style="list-style-type: none"> ● Count notated rhythms using standard language ● accurately play notated rhythms using notes and rests up to the value of a sixteenth ● Accurately count, read, and play notated rhythms within simple, cut, and compound time 	<ul style="list-style-type: none"> ● Reading rhythmic notation accurately enhances the performance of a piece of music
<p>Title: Aesthetics of Music</p>	<ul style="list-style-type: none"> ● Understand how to produce a quality sound on an instrument ● Understand the concept of intonation and how to adjust pitch to play in tune with themselves and others ● Understand how to interpret the conductors' written intent by reading 	<ul style="list-style-type: none"> ● Produce quality sound on an instrument ● Match tone with others to create a blended and balanced sound ● Listen to and adjust pitch ● interpret conductors' intent 	<ul style="list-style-type: none"> ● Successful interpretation and musical understanding of new and existing works or music generates meaningful connection to the music being performed

	the articulation, dynamic, and expressive content of a piece of music		
Title: Rehearsal Techniques	<ul style="list-style-type: none"> • Understand how to participate in a group rehearsal setting • Understand how to collaborate with others to work towards a common goal • Understand independent technical skills needed to actively participate in a group setting 	<ul style="list-style-type: none"> • Work in a group setting to perform new and existing works of music • Interpret conductors' intent towards themselves and to an audience • Implement individual technical skills within an ensemble 	<ul style="list-style-type: none"> • Engaging in meaningful rehearsal practices enhances the musical performance of new and existing work for the benefits of the performers and audience alike • Proper rehearsal techniques foster teamwork and self-discipline through collaboration with others towards a common performance goal

Title of Curriculum: Grade 8: Instrumental Music

Unit Name	What	How	Why
<p>Title: Rhythm Reading</p>	<ul style="list-style-type: none"> ● Understand how to count, read, and play noted rhythms ● Use common time and cut time ● Use simple and compound time ● Use complex compound time 	<ul style="list-style-type: none"> ● Count notated rhythms using standard language ● accurately play notated rhythms using notes and rests up to the value of a sixteenth ● Accurately count, read, and play notated rhythms within simple, cut, compound, and complex compound time 	<ul style="list-style-type: none"> ● Reading rhythmic notation accurately enhances the performance of a piece of music
<p>Title: Aesthetics of Music</p>	<ul style="list-style-type: none"> ● Understand how to produce a quality sound on an instrument ● Understand the concept of intonation and how to adjust pitch to play in tune with themselves and others ● Understand how to interpret the conductors' written intent by reading the articulation, dynamic, 	<ul style="list-style-type: none"> ● Produce quality sound on an instrument ● Match tone with others to create a blended and balanced sound ● Listen to and adjust pitch ● Interpret conductors' intent 	<ul style="list-style-type: none"> ● Successful interpretation and musical understanding of new and existing works or music generates meaningful connection to the music being performed

	and expressive content of a piece of music		
Title: Rehearsal Techniques	<ul style="list-style-type: none"> • Understand how to participate in a group rehearsal setting • Understand how to collaborate with others to work towards a common goal • Understand independent technical skills needed to actively participate in a group setting 	<ul style="list-style-type: none"> • Work in a group setting to perform new and existing works of music • Interpret conductors' intent towards themselves and to an audience • Implement individual technical skills within an ensemble 	<ul style="list-style-type: none"> • Engaging in meaningful rehearsal practices enhances the musical performance of new and existing work for the benefits of the performers and audience alike • Proper rehearsal techniques foster teamwork and self-discipline through collaboration with others towards a common performance goal

Windham School District Music Curriculum K-12

Responding - Grade 4 -8 Instrumental

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i> Anchor Standard 7: Perceive and analyze artistic work.</p> <p><i>Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p> <p><i>Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p> <p><i>Content Standards:</i></p> <p>MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p> <p>MU:Re7.2.E.8a - Describe how understanding context and the way the elements of music are manipulated inform the response to music.</p> <p>MU:Re8.1.E.5a- Identify interpretations of the expressive intent</p>	Transfer	
	<p><i>Students will be able to: identify and discuss both the technical as well as the emotional aesthetics of music</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music. ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● <i>How does understanding the structure and context of the music influence a response?</i> ● <i>How do we judge the quality of musical work(s) and performance(s)?</i>

<p>and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</p> <p>MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p>	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • <i>The importance of identifying specific notes or rudiments on their band instrument</i> • <i>The conductor's role</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying specific notes or rudiments on their band instrument, and finger them correctly, or demonstrate proper sticking • Identifying the first 6-8 notes on their perspective instrument, and describing the sticking to 5 important rudiments fa
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Observe</i> • <i>Analyze</i> • <i>Creativity</i> • <i>Critical thinking</i> • <i>Problem solving</i> • <i>Communication</i> • <i>Collaboration</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT:
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Performing - Grades 4-8 Instrumental

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Competencies (Standards?): Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Content standards:</p> <p><i>MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</i></p> <p>MU:Pr4.2.E.8a - Demonstrate, using music reading skills where appropriate, how the setting and formal</p>	Transfer	
	Students will be able to: <i>work collaboratively with others with high efficiency</i>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does understanding the structure and context of musical works inform performance? How do performers interpret musical works? How do musicians improve the quality of their performance?
	Acquisition	
<ul style="list-style-type: none"> Students will know... Perform basic rhythms 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> working in a group setting to perform new and existing 	

<p>characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances</p> <p>MU:Pr4.3.E.8a - Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances</p> <p>MU:Pr5.1.E.8a - Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p><i>MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</i></p> <p>MU:Pr6.1.E.8a - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p>	<ul style="list-style-type: none"> ● Perform basic melodies ● Maintain a steady beat ● Perform solo and in a group setting ● how to actively participate in a group rehearsal setting. ● how to collaborate with others to work towards common performance goals. ● the independent technical skills needed to actively participate in a group setting. ● how to produce a quality sound on their instrument. ● the concept of a balanced sound and blended tone with other musicians within an ensemble. ● the concept of intonation and how to adjust their pitch to play in tune with themselves and/or others. ● how to interpret the composer's written intent by reading the articulation, dynamic, and expressive content of a piece of music. <p><i>The performers' role in the ensemble, and their various positions</i></p>	<p>works of music.</p> <ul style="list-style-type: none"> ● interpreting expressive markings within a group setting to convey a composer's intent towards themselves and to an audience. ● implementing individual technical skills within an ensemble to enhance the performance of literature. ● producing a quality sound on their instrument. ● matching their tone quality with other musicians to create a blended and balanced sound within an ensemble. ● hearing and adjusting pitch to play in tune. ● interpreting a composer's intent.
---	---	--

Used in Content Area Standards		21 st Century Skills
		<ul style="list-style-type: none"> • Creativity • Critical thinking • Problem solving • Collaboration

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Creating - Grades 4-8 Instrumental

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p><i>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Anchor Standard 3: Refine and complete artistic work.</i></p> <p><i>Content Standards:</i></p> <p>MU:Cr1.1.E.8a - Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</p> <p>MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of</p>	<i>Transfer</i>	
	<p><i>Students will be able to: interpret and perform rhythmic patterns associated with more technically advanced music</i></p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● how to actively participate in a group rehearsal setting. ● how to collaborate with others to work towards common performance goals. ● the independent technical skills needed to actively participate in a group setting. ● how to count, read, and play notated rhythms incorporating notes and 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● working in a group setting to perform new and existing works of music. ● interpreting expressive markings within a group setting to convey a composer's intent towards themselves and to an audience. ● implementing individual technical skills within an ensemble to enhance the performance of literature. ● counting notated rhythms using standard counting language. ● accurately playing notated rhythms in simple and basic cut time.

characteristic(s) of music or text(s) studied in rehearsal.	rests up to a sixteenth note value within simple time. <ul style="list-style-type: none"> • how to count, read and play notated rhythms in simple time and basic cut time. 	
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Creativity</i> • <i>Imagination</i> • <i>Critical thinking</i> • <i>Problem solving</i> • <i>Collaboration</i> • <i>Media Literacy</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Rubrics/Performance assessments
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Connecting - Grades 4-8 Instrumental

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards):</i> <i>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i></p> <p><i>Content Standards:</i> MU:Cn10.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>MU:Cn11.0.T.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</p>	Transfer	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Make connections between music and other areas of their lives. ● Recognize connections between music and their environment. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● Students will understand that: ● <i>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</i> ● <i>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>how to demonstrate that varying levels of interest, knowledge, and skills relate to personal choice</i> ● <i>how to demonstrate their</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● performing, creating, and responding to the relationship between music and the other disciplines of daily life. 	

	<i>understanding of the relationships between music and the other arts and disciplines of daily life.</i>	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Observing</i> • <i>Analyzing</i> • <i>Communication</i> • <i>Collaboration</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT:
	OTHER EVIDENCE:

Title of Curriculum: Grade 5: Music Appreciation

Unit Name	What	How	Why
<p>Title: Keyboard</p>	<ul style="list-style-type: none"> ● Students will understand how to identify white and black key names on the keyboard and play a short song. 	<ul style="list-style-type: none"> ● Students will be able to identify white and black key names on the keyboard. ● Students will be able to play the C Five Finger position on the keyboard. ● Students will be able to play a short song on a keyboard. 	<ul style="list-style-type: none"> ● Creation and performance of instrumental music will encourage students to develop skills that can be used across the arts and other disciplines.
<p>Title: Theory</p>	<ul style="list-style-type: none"> ● Students will understand how to organize musical ideas into a melody, read music notation, compose a song that conveys a clear and compelling expressive intent, and contains whole half, quarter, eighth and sixteenth notes. 	<ul style="list-style-type: none"> ● Students will be able to recognize various different rhythm patterns. ● Students will memorize memory tricks to learn the note names on the treble and bass staff. ● Students will be able to identify line and space notes on the treble and bass staff. ● Students will be able to identify quarter notes, half notes, whole notes 	<ul style="list-style-type: none"> ● Understanding the structure of music will give students skills that will relate across the arts and to various other disciplines.

		<p>and eighth notes and sixteenth notes.</p> <ul style="list-style-type: none"> ● Students will be able to identify quarter rests, half rests, and whole rests. ● Students will use Noteflight notation software to compose an original composition. 	
<p>Title: Creative Movement</p>	<ul style="list-style-type: none"> ● Students will understand how to create movements to go with lyrics of choral music. ● Students will dramatize musicals. 	<ul style="list-style-type: none"> ● Students will create choreography movements to go with musical performances. ● Students will create movements while dramatizing musicals. 	<ul style="list-style-type: none"> ● Students will understand how choreography enhances a musical performance. ● Students will understand how dramatizing an opera makes it more interesting.

Title of Curriculum: Grade 6: Music Appreciation

Unit Name	What	How	Why
<p>Title: Elements of Music</p>	<ul style="list-style-type: none"> ● Differences between melody and harmony ● Difference between rhythm and beat ● Distinguishing timbre ● Outlining form 	<ul style="list-style-type: none"> ● Identifying melody and harmony when listening to a musical selection. ● Tapping to the beat of a musical selection ● Identifying different timbres of voices and instruments ● Describing and/or mapping the form of various musical selections 	<ul style="list-style-type: none"> ● Students will understand that recognizing the 6 elements of music, (rhythm, melody, harmony, form, timbre, and texture) and understanding their relationships within the musical context will cultivate a more meaningful appreciation of music.
<p>Title: Rhythm</p>	<ul style="list-style-type: none"> ● Relationships between notes and rests ● Differences in time signatures ● Counting rhythms in specific time signatures ● Compose and perform rhythm 	<ul style="list-style-type: none"> ● Identifying and name the notes used in notation ● Apply time signatures when composing rhythms 	<ul style="list-style-type: none"> ● Rhythm is the basic element of music, and being able to feel, understand, and compose rhythmic ideas creates a meaningful connection to the music.
<p>Title: Music in the Movies</p>	<ul style="list-style-type: none"> ● Understand the difference between background music, character identification, mood music, etc. ● Understand how music is used differently in regular movies and musicals ● Understand changes in 	<ul style="list-style-type: none"> ● Identify the different roles of music in certain clips of movies. ● Identify the music from a regular movie versus a musical. ● Create silent movies based on specific criteria 	<ul style="list-style-type: none"> ● The role of music in the movies and the adaptation of stage musicals to the screen have changed since the inception of the cinema. ● Recognizing this change creates a deeper appreciation of the roles of music and the choices made when choosing music for these purposes.

	the use of music in movies over time from silent films to present day		
Title: Operas and Musicals	<ul style="list-style-type: none"> • Differences between operas and musicals • Distinguish between aria and recitative 	<ul style="list-style-type: none"> • Identify vocabulary associated with operas such as aria and recitative 	<ul style="list-style-type: none"> • Operas were one of the original stage performances from which musicals and other genres have developed and understanding this connection creates a deeper understanding of the artform.

Title of Curriculum: Grade 7: Music Appreciation

Unit Name	What	How	Why
<p>Title: Music Theory and Piano Performance</p>	<ul style="list-style-type: none"> • Understand the relationships between Written notation and playing the piano 	<ul style="list-style-type: none"> • Identify and name the keys on a piano • Connect the keys on the piano with the notes on a staff • Hand placement on the piano • Play simple melodies with individual and both hands 	<ul style="list-style-type: none"> • Students will understand that the relationship between major scales and the keyboard, and applying that knowledge to composition will provide a deeper connection to the music that is listened to outside of an educational setting.
<p>Title: Composition</p>	<ul style="list-style-type: none"> • Apply various criteria to compositions • Understand the various creative processes associated with composing 	<ul style="list-style-type: none"> • Write lyrics to a hip hop parody • Write and play short melodies 	<ul style="list-style-type: none"> • Understanding the composition process provides a deeper connection to the music that is listened to outside of an educational setting.
<p>Title: Concert Promotion</p>	<ul style="list-style-type: none"> • Study and understand occupations related to music • Study and understand promotional tools for musical events 	<ul style="list-style-type: none"> • Identify various music occupations that do not involve performance. • Promote a musical event using posters, web pages, and radio announcements. 	<ul style="list-style-type: none"> • Students will understand that the different professions related to the music industry, but not necessarily performing,, can lead to a better understanding of how people can keep music in their lives and careers.

<p>Title: Western Music History</p>	<ul style="list-style-type: none"> ● Understand the progression of composition of the orchestra ● Understand the changes of society and the development of the middle class and the impact on music 	<ul style="list-style-type: none"> ● Identify musical time periods of western classical ● Identify specific traits from various time periods of western classical music. ● Identify instruments used in the various orchestras 	<ul style="list-style-type: none"> ● Understanding the chronological development of western music helps students to create a deeper connection to and appreciation of classical music.
---	---	---	---

Title of Curriculum: Grade 8 Music Appreciation

Unit Name	What	How	Why
<p>Title: American Music History</p>	<ul style="list-style-type: none"> ● Make connections between the different styles of American pop music ● How artists influence change in American pop music ● How music, society, and culture are connected 	<ul style="list-style-type: none"> ● Identify various artists from different American pop music styles ● Relate music history to cultural events 	<ul style="list-style-type: none"> ● Evaluating various musical styles throughout American music history are discussing various elements of each style and their impact on the evolution of music leads to a deeper appreciation of music in relation to history and culture
<p>Title: Composing with GarageBand</p>	<ul style="list-style-type: none"> ● Understand musical styles by using elements within the context of a specific style. ● Understand how to compose an original song using GarageBand. 	<ul style="list-style-type: none"> ● Use GarageBand to create compositions within specific guidelines. 	<ul style="list-style-type: none"> ● Composing original music within the context of a specific style, as well as applying musical concepts through free composition, creates a deeper understanding of the creative process required for composition.
<p>Title: Music in the Schools</p>	<ul style="list-style-type: none"> ● understand both sides of the argument for having music as a part of a school curriculum 	<ul style="list-style-type: none"> ● Use documented materials to argue a position on the topic of music in the school curriculum 	<ul style="list-style-type: none"> ● Music, as a core standard, is an essential part of a rigorous school curriculum

	<ul style="list-style-type: none">• Understand how to present arguments based on specific roles in an organized debate	<ul style="list-style-type: none">• Debate in small groups	
--	--	--	--

Windham School District Music Curriculum K-12

Responding - Grades 5-8 Music Appreciation

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies (Standards?):</i> Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Content Standards:</p> <p>MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p>MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p>	Transfer	
	<p>Students will be able to:</p> <ul style="list-style-type: none"> Respond to the musical intent of others through personal connection. To aesthetic use of music for personal expression. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does understanding the structure and context of music inform a response? How do we discern the musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performance(s)?

Acquisition		
<p>MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods</p> <p>MU:Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent</p> <p>MU:Re8.1.8a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.</p> <p>MU:Re9.1.6a Apply teacher provided criteria to evaluate musical works or performances.</p> <p>MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.</p> <p>MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>that all music is made up of various characteristics and elements.</i> ● <i>that various media use music for specific intents</i> ● <i>intent in music is up to personal interpretation</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● identifying the characteristics and elements of various genres and time periods ● identifying the intent of music in relation to its use in various media ● expressing personal intent through the selection, creation, and response to music

Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Observe</i> • <i>Analyze</i> • <i>Creativity</i> • <i>Critical thinking</i> • <i>Problem solving</i> • <i>Communication</i> • <i>Collaboration</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT:
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Performing - General Music Grade 5-8

Stage 1 Desired Results				
<p>ESTABLISHED GOALS:</p> <p>Competencies (Standards?): Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU:Pr4.1.6a Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</p> <p>MU:Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance.</p> <p>MU:Pr4.2.6c Identify how cultural and</p>	Transfer			
	<p>Students will be able to:</p> <p>Select varied musical works to present based on interest, knowledge, technical skill, and context.</p>			
	Meaning			
	<table border="1"> <thead> <tr> <th>ENDURING UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <p>Students will understand that...</p> <ul style="list-style-type: none"> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides </td> <td> <ul style="list-style-type: none"> How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p>Students will understand that...</p> <ul style="list-style-type: none"> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS			
<p>Students will understand that...</p> <ul style="list-style-type: none"> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides 	<ul style="list-style-type: none"> How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 			

<p>historical context inform performances</p> <p>MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p>MU:Pr5.1.7a - Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p>	<p>insight into their intent and informs performance.</p> <ul style="list-style-type: none"> ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. 	
Acquisition		
<p>MU:Pr5.1.8a Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p>MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator’s intent.</p> <p>MU:Pr6.1.6a Perform the music with</p>	<p>Students will know...</p> <ul style="list-style-type: none"> ● how music is used to help tell a story by conveying mood, emotion, character identification, etc. ● how notes combine to create rhythms. ● how to create various musical compositions following specific teacher guidelines. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● identifying music for performance that is appropriate for the story they are telling. ● perform simple original compositions.

<p>technical accuracy to convey the creator's intent.</p> <p>MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.</p>		
Used in Content Area Standards		21 st Century Skills
not applicable	<ul style="list-style-type: none"> • Creativity • Critical thinking • Problem solving • Collaboration 	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Creating - General Music Grade 5-8

Stage 1 Desired Results					
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p><i>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Anchor Standard 3: Refine and complete artistic work.</i></p> <p><i>Content Standards:</i></p> <p>MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p> <p>MU:Cr2.1.6a Select, organize, construct, and document personal</p>	<i>Transfer</i>				
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Communicate ideas, experiences, and stories through music. ● Develop an independent musical vision. 				
	<i>Meaning</i>				
	<table border="1"> <thead> <tr> <th>ENDURING UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</i> ● <i>Musicians' creative choices are influenced by their expertise, context, and expressive intent</i> ● <i>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i> ● <i>Musicians' presentation of creative work is the culmination of a process of creation and communication</i> </td> <td> <ul style="list-style-type: none"> ● <i>How do musicians generate creative ideas?</i> ● <i>How do musicians make creative decisions?</i> ● <i>How do musicians improve the quality of their creative work?</i> ● <i>When is creative work ready to share?</i> </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</i> ● <i>Musicians' creative choices are influenced by their expertise, context, and expressive intent</i> ● <i>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i> ● <i>Musicians' presentation of creative work is the culmination of a process of creation and communication</i> 	<ul style="list-style-type: none"> ● <i>How do musicians generate creative ideas?</i> ● <i>How do musicians make creative decisions?</i> ● <i>How do musicians improve the quality of their creative work?</i> ● <i>When is creative work ready to share?</i>
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS				
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</i> ● <i>Musicians' creative choices are influenced by their expertise, context, and expressive intent</i> ● <i>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i> ● <i>Musicians' presentation of creative work is the culmination of a process of creation and communication</i> 	<ul style="list-style-type: none"> ● <i>How do musicians generate creative ideas?</i> ● <i>How do musicians make creative decisions?</i> ● <i>How do musicians improve the quality of their creative work?</i> ● <i>When is creative work ready to share?</i> 				

<p>musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas</p> <p>MU:Cr2.1.7a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences</p> <p>MU:Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style , form , and use of</p>		
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● how note values combine to create rhythms. ● how to compose simple original compositions. ● that notation is an essential component of composition 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● using various rhythmic combinations to create original compositions. ● generating personal musical ideas with specific intent

<p>sound sources.</p> <p>MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p>		
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> ● <i>Creativity</i> ● <i>Imagination</i> ● <i>Critical thinking</i> ● <i>Problem solving</i> ● <i>Collaboration</i> ● <i>Media Literacy</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Connecting - General Music Grades 5-8

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards):</i> <i>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i></p> <p><i>Content Standards:</i> MU:Cn10.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>MU:Cn11.0.T.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</p>	Transfer	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Make connections between music and other areas of their lives. ● Recognize connections between music and their environment. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● Students will understand that: ● <i>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</i> ● <i>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>how to demonstrate that varying levels of interest, knowledge, and skills relate to personal choice</i> ● <i>how to demonstrate their</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● performing, creating, and responding to the relationship between music and the other disciplines of daily life. 	

	<i>understanding of the relationships between music and the other arts and disciplines of daily life.</i>	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Observing</i> • <i>Analyzing</i> • <i>Communication</i> • <i>Collaboration</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT:
	OTHER EVIDENCE:

Title of Curriculum: Grade 6: Chorus

Unit Name	What	How	Why
<p>Title: Sight Reading</p>	<ul style="list-style-type: none"> • Understand the various solfege syllables within the major scale and apply them in context. • Understand how to read rhythms in common and cut time. 	<ul style="list-style-type: none"> • Identify personal and ensemble errors relating to pitch, balance, blend, rhythmic accuracy and intonation. • Apply critical listening across the ensemble, self-correct and learn independently. 	<ul style="list-style-type: none"> • The ability to read music at sight for faster and more productive rehearsals. Reaching music at a level that deemphasizes a reliance on the piano and encourages students to be more independent learners of music.
<p>Title: Music Literacy</p>	<ul style="list-style-type: none"> • Understand musical vocabulary for dynamics, tempo, intonation, balance and blend. • Understand musical vocabulary in relation to vocal technique. • Understand techniques relating to genre, style and historical content. 	<ul style="list-style-type: none"> • Demonstrate understanding of musical vocabulary through rehearsal and performance. • Use creative expression through music. 	<ul style="list-style-type: none"> • Musical literacy is important to understanding the language of music. • Musicians can enhance the quality of performance through the application of the composer’s written musical direction.
<p>Title: Vocal Health and Technique</p>	<ul style="list-style-type: none"> • Understand the proper posture for 	<ul style="list-style-type: none"> • Produce a desired tone while singing through 	<ul style="list-style-type: none"> • Knowing the physical mechanics of the vocal tract, proper posture and breath support

	<p>singing, as well as how posture and the position of the vocal tract allow for the best vocal sound.</p>	<p>proper posture and breath support.</p> <ul style="list-style-type: none"> ● Use their knowledge of basic singing technique, including position of the vocal tract and proper postural support, to produce the desired sound. 	<p>will make a singer more aware of healthy singing technique.</p> <ul style="list-style-type: none"> ● Singing with a focused tone and timbre creates a more pleasing sound in an ensemble.
<p>Title: Rehearsal and Performance Technique</p>	<ul style="list-style-type: none"> ● Understand good rehearsal technique and performance preparation. ● Understand the importance of a focused and attentive rehearsal, as well proper posture and participation. ● Understand performance etiquette and stage performance. 	<ul style="list-style-type: none"> ● Implement musical concepts into performance and a productive and attentive rehearsal. ● Implement proper posture, stage presence and emotional connection to connect to an audience. 	<ul style="list-style-type: none"> ● Productive and attentive rehearsal practices between students and conductor, and musicians and audience allow for positive musical experiences. ● Reaching music at a proficient level encourages independent learning. ● Self-evaluation within an ensemble through listening and focused sound improves musicianship.

Title of Curriculum: Grade 7: Chorus

Unit Name	What	How	Why
<p>Title: Sight Reading</p>	<ul style="list-style-type: none"> • Understand the various solfege syllables within the major scale and apply them in context. • Understand how to read rhythms in common and cut time. 	<ul style="list-style-type: none"> • Identify personal and ensemble errors relating to pitch, balance, blend, rhythmic accuracy and intonation. • Apply critical listening across the ensemble, self-correct and learn independently. 	<ul style="list-style-type: none"> • The ability to read music at sight for faster and more productive rehearsals. Reaching music at a level that deemphasizes a reliance on the piano and encourages students to be more independent learners of music.
<p>Title: Music Literacy</p>	<ul style="list-style-type: none"> • Understand musical vocabulary for dynamics, tempo, intonation, balance and blend. • Understand musical vocabulary in relation to vocal technique. • Understand techniques relating to genre, style and historical content. 	<ul style="list-style-type: none"> • Demonstrate understanding of musical vocabulary through rehearsal and performance. • Use creative expression through music. 	<ul style="list-style-type: none"> • Musical literacy is important to understanding the language of music. • Musicians can enhance the quality of performance through the application of the composer’s written musical direction.
<p>Title: Vocal Health and Technique</p>	<ul style="list-style-type: none"> • Understand the proper posture for singing, as well as how posture 	<ul style="list-style-type: none"> • Produce a desired tone while singing through proper posture and breath support. 	<ul style="list-style-type: none"> • Knowing the physical mechanics of the vocal tract, proper posture and breath

	and the position of the vocal tract allow for the best vocal sound.	<ul style="list-style-type: none"> ● Use their knowledge of basic singing technique, including position of the vocal tract and proper postural support, to produce the desired sound. ● create a balanced and blended sound within the ensemble. 	<p>support will make a singer more aware of healthy singing technique.</p> <ul style="list-style-type: none"> ● Singing with a focused tone and timbre creates a more pleasing sound in an ensemble.
Title: Rehearsal and Performance Technique	<ul style="list-style-type: none"> ● Understand good rehearsal technique and performance preparation. ● Understand the importance of a focused and attentive rehearsal, as well proper posture and participation. ● Understand performance etiquette and stage performance. 	<ul style="list-style-type: none"> ● Implement musical concepts into performance and a productive and attentive rehearsal. ● Implement proper posture, stage presence and emotional connection to connect to an audience. 	<ul style="list-style-type: none"> ● Productive and attentive rehearsal practices between students and conductor, and musicians and audience allow for positive musical experiences. ● Reaching music at a proficient level encourages independent learning. ● Self-evaluation within an ensemble through listening and focused sound improves musicianship.

Title of Curriculum: Grade 8: Chorus

Unit Name	What	How	Why
<p>Title: Sight Reading</p>	<ul style="list-style-type: none"> • Understand the various solfege syllables within the major scale and apply them in context. • Understand how to read rhythms in common and cut time. 	<ul style="list-style-type: none"> • Identify personal and ensemble errors relating to pitch, balance, blend, rhythmic accuracy and intonation. • Apply critical listening across the ensemble, self-correct and learn independently. 	<ul style="list-style-type: none"> • The ability to read music at sight for faster and more productive rehearsals. Reaching music at a level that deemphasizes a reliance on the piano and encourages students to be more independent learners of music.
<p>Title: Music Literacy</p>	<ul style="list-style-type: none"> • Understand musical vocabulary for dynamics, tempo, intonation, balance and blend. • Understand musical vocabulary in relation to vocal technique. • Understand techniques relating to genre, style and historical content. 	<ul style="list-style-type: none"> • Demonstrate understanding of musical vocabulary through rehearsal and performance. • Use creative expression through music. 	<ul style="list-style-type: none"> • Musical literacy is important to understanding the language of music. • Musicians can enhance the quality of performance through the application of the composer’s written musical direction.
<p>Title: Vocal Health and Technique</p>	<ul style="list-style-type: none"> • Understand the proper posture for singing, as well as how posture and the position of the vocal 	<ul style="list-style-type: none"> • Produce a desired tone while singing through proper posture and breath support. 	<ul style="list-style-type: none"> • Knowing the physical mechanics of the vocal tract, proper posture and breath support will make a singer more aware of healthy singing technique.

	<p>tract allow for the best vocal sound.</p>	<ul style="list-style-type: none"> ● Use their knowledge of basic singing technique, including position of the vocal tract and proper postural support, to produce the desired sound. ● Create a balanced and blended sound within the ensemble. 	<ul style="list-style-type: none"> ● Singing with a focused tone and timbre creates a more pleasing sound in an ensemble.
<p>Title: Rehearsal and Performance Technique</p>	<ul style="list-style-type: none"> ● Understand good rehearsal technique and performance preparation. ● Understand the importance of a focused and attentive rehearsal, as well proper posture and participation. ● Understand performance etiquette and stage performance. 	<ul style="list-style-type: none"> ● Implement musical concepts into performance and a productive and attentive rehearsal. ● Implement proper posture, stage presence and emotional connection to connect to an audience. 	<ul style="list-style-type: none"> ● Productive and attentive rehearsal practices between students and conductor, and musicians and audience allow for positive musical experiences. ● Reaching music at a proficient level encourages independent learning. ● Self-evaluation within an ensemble through listening and focused sound improves musicianship.

Windham School District Music Curriculum K-12

Responding - Chorus Grade 5-8

Stage 1 Desired Results	
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i> <i>Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p> <p><i>Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p> <p><i>Content Standards:</i></p> <p>MU.Re8.2.E.5a. Identify interpretations of the expressive intent and meaning of the musical works, referring to the elements of music, context, and (when appropriate) the setting of the text.</p> <p>MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	Transfer
	<p><i>Students will be able to: Analyze how the structure and context of varied musical works inform the response.</i></p>
	Meaning
<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <i>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</i> <i>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</i> <i>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do individuals choose music to experience? How does understanding the structure and context of the music influence a response? How do we judge the quality of musical work(s) and performance(s)?

<p>MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p>	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Students will understand musical vocabulary in relation to vocal technique. Students will understand techniques relating to genre, style, and historical context. ● <i>Students will understand the various solfege syllables within the major scale and apply them in context. Students will understand how to read rhythms in common and cut time.</i> ● <i>Students will understand the proper posture for singing, as well as how posture and the position of the vocal tract allow for the best vocal sound.</i> ● <i>Students will understand the best breath for singing is supported from your diaphragm and not from the chest.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Students will demonstrate understanding of musical vocabulary through rehearsal and performance. ● <i>Students will be able to identify personal and ensemble errors relating to pitch, balance, blend, rhythmic accuracy and intonation. Students will be able to apply critical listening across the ensemble, self-correct and learn independently.</i> ● <i>Students will be able to produce a desired tone while singing though proper posture and breath support. Students will be able to use their knowledge of basic singing technique, including position of the vocal tract and proper postural support, to produce a desired tone. Students will be able to create a balanced and blended sound within the ensemble.</i>
Used in Content Area Standards	21st Century Skills	
<p><i>not applicable</i></p>	<ul style="list-style-type: none"> ● <i>Observe</i> ● <i>Analyze</i> ● <i>Creativity</i> ● <i>Critical thinking</i> ● <i>Problem solving</i> ● <i>Communication</i> ● <i>Collaboration</i> 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT:
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Performing - Grade 5-8

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Competencies (Standards?): Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU:Pr4.3.E.5a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p>MU:Pr5..3.E.5a. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p>	Transfer	
	Students will be able to: Select varied musical works to present based on interest, knowledge, technical skill, and context.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> Performers make interpretive decisions based on their understanding of context and expressive intent. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do performers interpret musical works? How do musicians improve the quality of their performance?
	Acquisition	
Students will know...	Students will be skilled at...	
<ul style="list-style-type: none"> <i>Students will understand good rehearsal technique and performance preparation. Students will</i> 	<ul style="list-style-type: none"> <i>Students will implement musical concepts into performance and a productive and attentive rehearsal. Students will implement proper posture, stage presence and emotional connection to connect to an audience.</i> 	

	<p><i>understand the importance of a focused and attentive rehearsal, as well proper posture and participation.</i></p> <ul style="list-style-type: none"> • <i>Students will understand performance etiquette and stage presence.</i> 	
Used in Content Area Standards		21 st Century Skills
not applicable		<ul style="list-style-type: none"> • Creativity • Critical thinking • Problem solving • Collaboration

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Creating - Chorus Grades 5-8

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p><i>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Anchor Standard 3: Refine and complete artistic work.</i></p> <p><i>Content Standards:</i></p> <p>MU:CR3.1.E.5a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</p>	<i>Transfer</i>	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Communicate ideas, experiences, and stories through art. Develop an independent artistic vision. Students will be able to experiment with different media and technique. 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> <i>Students will understand that...The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do musicians generate creative ideas?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Students will understand musical vocabulary for dynamics, tempo, intonation, balance and blend in order to create a complete musical performance. <i>Students will understand musical vocabulary in relation to vocal technique.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Students will be able to use creative expression through music.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Creativity</i> ● <i>Imagination</i> ● <i>Critical thinking</i> ● <i>Problem solving</i> ● <i>Collaboration</i> ● <i>Media Literacy</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Connecting - Chorus Grades 5-8

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards):</i> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p><i>Content Standards:</i></p> <p>MU:Cn10.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.T.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	Transfer	
	<p><i>Students will be able to:</i></p> <p><i>Relate musical ideas and works with varied context to deepen understanding.</i></p>	
	Meaning	
	<table border="1"> <tr> <td> <p>ENDURING UNDERSTANDINGS <i>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</i> <i>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</i></p> </td> <td> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS <i>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</i> <i>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</i></p>
<p>ENDURING UNDERSTANDINGS <i>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</i> <i>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</i></p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music? 	
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <i>How to demonstrate that varying levels of interest, knowledge, and skills relate to personal choice</i> <i>How to demonstrate their understanding of the relationships between music and the other arts and disciplines of daily life.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> performing, creating, and responding to the relationship between music and the other disciplines of daily life. 	

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> • <i>Observing</i> • <i>Analyzing</i> • <i>Communication</i> • <i>Collaboration</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT:
	OTHER EVIDENCE:

Title of Curriculum: Grade 9-12: Introduction to Music Theory

Unit Name	What	How	Why
<p>Title: Musicianship</p>	<ul style="list-style-type: none"> ● Basic and advanced music literacy ● Scale-building ● Interval Building ● Chord building 	<ul style="list-style-type: none"> ● Workbook ● Class sight-reading and sight-singing 	<ul style="list-style-type: none"> ● Base level notation/theory literacy is central to music theory
<p>Title: Analysis</p>	<ul style="list-style-type: none"> ● Roman numeral notation ● Common phrase construction 	<ul style="list-style-type: none"> ● Analysis of popular piano, orchestral, and choral pieces of the Common Practice Era ● Listening activities 	<ul style="list-style-type: none"> ● Music is always comprised of patterns that can be discovered and understood. ● Understanding the large components of a piece of music allows an understanding of the piece as a whole. ● Large components of music can be broken down into smaller units. ● Harmony and its movement is a core aspect of the construction of music
<p>Title: Harmony</p>	<ul style="list-style-type: none"> ● Basic phrase Functions ● Tonic, Predominant, and Dominant ● Common chord progressions 	<ul style="list-style-type: none"> ● Listening activities ● Standard chordal analysis activities ● Composition ● Roman numeral realization ● Given melody harmonization 	<ul style="list-style-type: none"> ● Harmony refers to the overall concept of multiple notes sounding simultaneously

Title of Curriculum: Grade 9-12: AP Music Theory

Unit Name	What	How	Why
<p>Title: Review</p>	<ul style="list-style-type: none"> ● Basic and advanced music literacy ● Scale-building 	<ul style="list-style-type: none"> ● Workbook ● Class sight-reading and sight-singing 	<ul style="list-style-type: none"> ● <i>Base level notation/theory literacy is paramount to success with advanced AP Theory topics</i> ● These skills need to not only be acquired, but also that students need to acquire speed and comfort with these subjects so they may easily apply them to the more advanced AP topics.
<p>Title: Analysis</p>	<ul style="list-style-type: none"> ● Roman numeral notation ● Figured bass notation ● Common phrase construction 	<ul style="list-style-type: none"> ● Analysis of popular piano, orchestral, and choral pieces of the Common Practice Era ● Listening activities 	<ul style="list-style-type: none"> ● Music is always comprised of patterns that can be discovered and understood. ● Understanding the large components of a piece of music allows an understanding of the piece as a whole. ● Large components of music can be broken down into smaller units. ● Harmony and its movement is a core aspect of the construction of music.
<p>Title: Harmony</p>	<ul style="list-style-type: none"> ● Basic phrase Functions ● Tonic, Predominant, and Dominant ● Chord and scale quality affects the aesthetic effect of music 	<ul style="list-style-type: none"> ● Listening activities ● Standard chordal analysis activities ● Composition ● Figured bass realization ● Roman numeral realization ● Given melody harmonization 	<ul style="list-style-type: none"> ● Harmony refers to the overall concept of multiple notes sounding simultaneously ● Classical harmony has many guidelines and rules regarding treatment of harmonic concepts

Title of Curriculum: Grade 9-12: Beginning Guitar

Unit Name	What	How	Why
<p>Title: Basics of Rhythm</p>	<ul style="list-style-type: none"> ● Note values, beats and rests ● Counting Rhythms ● Rhythmic patterns, motifs and ostinatos 	<ul style="list-style-type: none"> ● Playing varied rhythmic patterns ● Composing music in varied meters ● Practice and place counts in music of varied meters - simple compound time 	<ul style="list-style-type: none"> ● Reading and writing rhythmic notation is essential to being a well-rounded musician and guitar player. The key element to reading & writing music is understanding basic principles of rhythm
<p>Title: Chord Structure and Form</p>	<ul style="list-style-type: none"> ● Four chord songs ● Twelve Bar Blues ● Power Chords ● Chord notations in pop vocal music 	<ul style="list-style-type: none"> ● Composing four chord songs in various keys ● Identify four chord songs ● Play Twelve Bar Blues in varied key signatures 	<ul style="list-style-type: none"> ● Understanding chord structure is essential to understanding music composition and guitar notation. Identification of form and chord structure is the key to being an independent learner of guitar music.
<p>Title: Guitar Playing Techniques</p>	<ul style="list-style-type: none"> ● Picking techniques ● Strumming patterns ● Specialized techniques: bends, slides, hammer ons and pull offs 	<ul style="list-style-type: none"> ● Read tablature notation with picking patterns ● Read and play varied repertoire with different strumming patterns 	<ul style="list-style-type: none"> ● It is essential to understand and implement notated playing techniques to secure desired genre or style of a piece of guitar music.

Title of Curriculum: Grade 9-12: Advanced Guitar

Unit Name	What	How	Why
<p>Title: Performance Techniques</p>	<ul style="list-style-type: none"> ● Performance etiquette ● Focus on stage ● Consistency of beat ● Guitar posture and handling 	<ul style="list-style-type: none"> ● Class rehearsal with full group and/or sub-groups ● Listening activities ● Video activities, critical analysis of technique 	<ul style="list-style-type: none"> ● Proper posture and technique is paramount to learning the guitar ● Improper posture and technique can hinder progress longer down the road
<p>Title: Rehearsal Techniques</p>	<ul style="list-style-type: none"> ● Rehearsal etiquette ● Efficiency of rehearsal ● Teamwork <ul style="list-style-type: none"> ○ reparation 	<ul style="list-style-type: none"> ● Daily Class Rehearsal ● Daily class rehearsal with varying seating set-ups to facilitate different listening opportunities 	<ul style="list-style-type: none"> ● Rehearsal and practice, that includes rudimentary skills and concepts, lead to a better understanding of musicianship and to becoming a life-learner of music. ● Rehearsal skills include listening across the ensemble for balance and blend as well as a self-critique to ensure the best possible sound production. ● Performance of music is a non-verbal means of communication allowing for connections to be made with an audience.
<p>Title: Music Literacy</p>	<ul style="list-style-type: none"> ● Pitch notation literacy ● Rhythm notation literacy ● Guitar chord symbol and diagram literacy 	<ul style="list-style-type: none"> ● Note identification activities such as websites ● Repertoire study and practice 	<ul style="list-style-type: none"> ● Reading notes on a staff combined with the knowledge of tablature notation is essential to becoming a well- rounded musician and guitar players ● Reading music is the key component to understanding all guitar literature.

<p>Title: Form</p>	<ul style="list-style-type: none"> ● Music is organized concurrently in small and large patterns ● Music is generally highly organized ● There is a proper system to describe form 	<ul style="list-style-type: none"> ● Listening activities ● Repertoire study 	<ul style="list-style-type: none"> ● Form describes the structure(s) of a piece of music. ● Form can involve smaller (shorter) parts of music, or larger (longer) parts of music. ● Knowing the form of a piece of music aids performance of the same piece.
--------------------------------------	---	--	---

Title of Curriculum: Grade 9-12: Beginning Piano

Unit Name	What	How	Why
<p>Title: Basics of Rhythm</p>	<ul style="list-style-type: none"> ● Note values, beats and rests ● Counting Rhythms ● Rhythmic patterns, motifs and ostinatos 	<ul style="list-style-type: none"> ● Playing varied rhythmic patterns ● Composing music in varied meters ● Practice and place counts in music of varied meters - simple compound time 	<ul style="list-style-type: none"> ● Reading and writing rhythmic notation is essential to being a well-rounded musician and piano player. The key element to reading & writing music is understanding basic principles of rhythm
<p>Title: Chord Structure and Form</p>	<ul style="list-style-type: none"> ● Four chord song progressions ● I, IV and V Chords ● Closest Inversions of I, V, vi, IV chords ● Chord notations in pop vocal music 	<ul style="list-style-type: none"> ● Composing songs based on I, IV and V Chord tones ● Identify and play four chord songs in all keys. 	<ul style="list-style-type: none"> ● Understanding chord structure is essential to understanding music composition and piano notation. Identification of form and chord structure is the key to being an independent learner of piano music.
<p>Title: Piano Playing Techniques</p>	<ul style="list-style-type: none"> ● Finger position ● Posture 	<ul style="list-style-type: none"> ● Read and play varied repertoire with correct posture and finger position 	<ul style="list-style-type: none"> ● It is essential to understand how proper finger position and posture affects skill in piano playing.
<p>Title: Rehearsal and Performance Techniques</p>	<ul style="list-style-type: none"> ● Listening while playing ● Evaluate musical performances ● Participate in positive rehearsal experiences 	<ul style="list-style-type: none"> ● Play in small ensembles in class ● Respond to players in ensemble as well as with the conductor 	<ul style="list-style-type: none"> ● Rudimentary skills and concepts lead to a better understanding of musicianship and becoming a lifelong learner of music.

Title of Curriculum: Grade 9-12: Music and Pop Culture

Unit Name	What	How	Why
<p>Title: Historical perspectives in music pop culture</p>	<ul style="list-style-type: none"> ● Historically important music icons and events ● Media standards through history and their uses 	<ul style="list-style-type: none"> ● Identify historical significant icons, events and related media ● Identify relationship of current events to past musical events 	<ul style="list-style-type: none"> ● Understanding the role and effects of musical icons and events on current trends ● Appreciation of the processes and evaluation of musical icons on society
<p>Title: Politics and Commercialism in Music Pop Culture</p>	<ul style="list-style-type: none"> ● Political advertising and publicizing of past and present musicians to create Pop Icons 	<ul style="list-style-type: none"> ● Analysis of YouTube videos and media recordings from past ● Examine current media trends to predict new Pop Culture Icons 	<ul style="list-style-type: none"> ● Understanding of consumer practices and political views on the creation of Pop Icons
<p>Title: Effects of Social Media on Pop Culture Music</p>	<ul style="list-style-type: none"> ● Impact of Social Media on creation of Pop Icons ● Impact of TV reality shows on music industry and creation of Pop Icons 	<ul style="list-style-type: none"> ● Analysis of past Pop Culture Icons on Social Media ● Recognize reasons for societal acceptance or rejection of new artists ● Evaluate popularity of music videos and recordings from the past through social media 	<ul style="list-style-type: none"> ● Understanding media resources and other outlets to become informed consumer of music.

Windham School District Music Curriculum K-12

Responding - Grades 9-12 Intro to Music Theory, AP Music Theory, Beginning Guitar, Advanced Guitar, Music and Pop Culture

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i> Anchor Standard 7: Perceive and analyze artistic work.</p> <p><i>Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p> <p><i>Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p> <p><i>Content Standards:</i></p> <p>MU:Re7.1.H.5a Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.</p> <p>MU:Re8.1.H.5a Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social),</p>	Transfer	
	<i>Students will be able to appreciate, discuss, and analyze music in varying depth and technicality.</i>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does understanding the structure and context of music inform a response? How do individuals choose music to experience?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <i>that all music is made up of various characteristics and elements.</i> <i>that various media use music for specific intents</i> <i>intent in music is up to</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> identifying the characteristics and elements of various genres and time periods identifying the intent of music in relation to its use in various media expressing personal intent through the selection, creation, and response to music 	

<p>and (when appropriate) the setting of the text.</p> <p>MU:Re9.1.H.8a Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.</p> <p>MU:Re7.2.C.IIIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.</p> <p>MU:Re9.1.H.IIIa Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.</p>	<p><i>personal interpretation</i></p>	
<p><i>Used in Content Area Standards</i></p>	<p><i>21st Century Skills</i></p>	
<p><i>not applicable</i></p>	<ul style="list-style-type: none"> ● <i>Observe</i> ● <i>Analyze</i> ● <i>Creativity</i> ● <i>Critical thinking</i> 	

	<ul style="list-style-type: none"> • <i>Problem solving</i> • <i>Communication</i> • <i>Collaboration</i>
--	--

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT:
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Performing - Grades 9-12 Intro to Music Theory, AP Music Theory, Beginning Guitar, Advanced Guitar, Music and Pop Culture

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Competencies (Standards?): Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU:Pr4.2.C.IIIa Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.</p> <p>MU:Pr4.2.C.Ia Analyze how the</p>	Transfer	
	Students will be able to:	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
	Acquisition	
Students will know...	Students will be skilled at...	
<ul style="list-style-type: none"> • how music is used to help tell a story by conveying mood, emotion, character identification, etc. • how notes combine to create rhythms. • how to create various musical compositions following specific teacher 	<ul style="list-style-type: none"> • identifying music for performance that is appropriate for the story they are telling. • compose rhythms and perform them. • perform simple original compositions. 	

<p>elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.</p> <p>MU:Pr5.1.C.IIIb Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.</p> <p>MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.</p> <p>MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.</p> <p>MU:Pr5.1.H.5a Apply teacher provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire</p>	<p>guidelines.</p>	
--	--------------------	--

<p>pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances</p> <p>MU:Pr6.1.C.1a Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.</p>		
Used in Content Area Standards		21 st Century Skills
not applicable		<ul style="list-style-type: none"> ● Creativity ● Critical thinking ● Problem solving ● Collaboration

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Creating - Grades 9-12 Intro to Music Theory, AP Music Theory, Beginning Guitar, Advanced Guitar, Music and Pop Culture

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p><i>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Anchor Standard 3: Refine and complete artistic work.</i></p> <p><i>Content Standards:</i></p> <p><i>MU:Cr1.1.C.IIIa Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.</i></p> <p><i>MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for</i></p>	<i>Transfer</i>	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Communicate ideas, experiences, and stories through art. Develop an independent artistic vision. Students will be able to experiment with different media and technique. 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> <i>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources</i> <i>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do musicians improve the quality of their creative work? When is creative work ready to share?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> How note values combine to create rhythms. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> using various rhythmic combinations to create original compositions.

<p><i>simple melodies (such as two phrase) and chordal accompaniments for given melodies.</i></p> <p><i>MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking).</i></p> <p><i>MU:Cr3.1.H.8a Apply teacher provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to three-chord accompaniments for given melodies.</i></p> <p><i>MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.</i></p> <p><i>MU:Cr2.1.C.111b Analyze and demonstrate the development of</i></p>	<ul style="list-style-type: none"> ● How to compose simple original compositions. ● That notation is an essential component of composition 	<ul style="list-style-type: none"> ● generating personal musical ideas with specific intent
---	--	--

<p><i>sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.</i></p> <p><i>MU:Cr3.2.C.IIIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent.</i></p>		
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> ● <i>Creativity</i> ● <i>Imagination</i> ● <i>Critical thinking</i> ● <i>Problem solving</i> ● <i>Collaboration</i> ● <i>Media Literacy</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Connecting, Grades 9-12 Intro to Music Theory, AP Music Theory, Beginning Guitar, Advanced Guitar, Music and Pop Culture

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards):</i> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p><i>Content Standards:</i> MU:Cn10.0.H.1a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.T.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p>	Transfer	
	<p><i>Students will be able to:</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • <i>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</i> • <i>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • <i>That life experience and demographics impact artistic understanding and appreciation.</i> • <i>That societal, cultural and historical</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Making connections in music understanding and analysis to societal, cultural and historical experience. 	

	<i>aspects of music enhance musical understanding and contexts.</i>	<ul style="list-style-type: none"> ● Finding connections to other disciplines of daily life to inform students in musical concepts.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> ● <i>Observing</i> ● <i>Analyzing</i> ● <i>Communication</i> ● <i>Collaboration</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT:
	OTHER EVIDENCE:

Title of Curriculum: Grade 9-12: Mixed Choir/Honors Mixed

Unit Name	What	How	Why
<p>Title: Music Literacy</p>	<ul style="list-style-type: none"> ● Dynamics, Tempo, Articulation markings ● Vocal Technique and the relationship to genre, style and historical content 	<ul style="list-style-type: none"> ● Demonstrate and understanding of musical vocabulary through performance ● Practice with monitored interpretation of music of varied genres and styles 	<ul style="list-style-type: none"> ● Understanding the language of music is essential to creating art. ● Performing quality music is attained through application of composers written direction.
<p>Title: Rehearsal and Performance Techniques</p>	<ul style="list-style-type: none"> ● Singing with emotion and expression ● Positive participation in rehearsal for improved productivity ● Performance and rehearsal etiquette and stage presence 	<ul style="list-style-type: none"> ● Demonstrate creative expression through singing varied genres and styles ● Evaluation of self - performance and ensemble as a whole 	<ul style="list-style-type: none"> ● Attentive rehearsals produce quality connections with music content. ● Self-evaluation is essential to becoming a stronger and more educated member of an ensemble
<p>Title: Sight Reading</p>	<ul style="list-style-type: none"> ● Rhythmic and pitch accuracy ● Vocal Score analysis ● Rudimentary exercises 	<ul style="list-style-type: none"> ● Identify personal and ensemble errors relating to pitch, balance, blend ● Correction of rhythmic accuracy and intonation 	<ul style="list-style-type: none"> ● The ability to read music at sight allows for faster and more proficient rehearsal time ● Reading music at a proficient level encourages students to become independent learners of music

<p>Title: Vocal Health and Technique</p>	<ul style="list-style-type: none"> ● Concepts of breath and air support along with phrasing ● Tone quality, articulation and vowel modification ● Parts of the vocal tract 	<ul style="list-style-type: none"> ● Identify and adjust personal intonation ● Implement vowel placement, breath and air support to improve sound and blend ● Identify poor sound quality which may be damaging to voice and vocal apparatus 	<ul style="list-style-type: none"> ● Knowing physical mechanics of the voice reduces damage to the vocal tract and future problems ● Singing with a well-controlled tone and timbre creates a stronger and more pleasing sound to the audience.
--	---	---	---

Windham School District Music Curriculum K-12

Responding - Grade 9-12 Choir

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i> <i>Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p> <p><i>Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p> <p><i>Content Standards:</i></p> <p>MU:Re7.1.E.IIIa Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.</p> <p>MU:Re7.2.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.</p>	Transfer	
	<i>Students will be able to: Analyze how the structure and context of varied musical works inform the response.</i>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • <i>Students will understand that...</i> • <i>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</i> • <i>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music</i> • <i>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</i> • <i>The personal evaluation of musical work(s) and performance(s) is informed</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • <i>How do individuals choose music to experience?</i> • <i>How do we discern the musical creators' and performers' expressive intent</i> • <i>How do we judge the quality of musical work(s) and performance(s)?</i>

MU:Re9.1.E.1Ia Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.	<i>by analysis, interpretation, and established criteria.</i>	
	<i>Students will know... How to select choral repertoire based upon specific criteria and knowledge of musical perspectives.</i>	Acquisition <i>Students will be skilled at...</i> <ul style="list-style-type: none"> How to evaluate and analyze personal performance as well as performances of others based upon musical criteria.
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> Observe Analyze Creativity Critical thinking Problem solving Communication Collaboration

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT:
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Presenting - Choir 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Competencies (Standards?): Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Content Standards: MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.</p> <p>MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared</p>	Transfer	
	<p>Students will be able to:</p> <p>Select varied musical works to present based on interest, knowledge, technical skill, and context.</p>	
	Meaning	
	<table border="1"> <tr> <td> <p>ENDURING UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Performers make interpretive decisions based on their understanding of context and expressive </td> <td> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Performers make interpretive decisions based on their understanding of context and expressive
<p>ENDURING UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Performers make interpretive decisions based on their understanding of context and expressive 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 	

<p>and improvised performances. MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.</p> <p>MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.</p>	intent.	
	Acquisition	
	Students will know... <ul style="list-style-type: none"> ● Students will understand good rehearsal technique and performance preparation. ● Students will understand the importance of a focused and attentive rehearsal, as well proper posture and participation. ● Students will understand performance etiquette and stage <i>presence</i>. 	Students will be skilled at... <ul style="list-style-type: none"> ● Students will implement musical concepts into performance and a productive and attentive rehearsal. ● Students will implement proper posture, stage presence and emotional connection to connect to an audience
Used in Content Area Standards	21 st Century Skills	
	<ul style="list-style-type: none"> ● Creativity ● Critical thinking ● Problem solving ● Collaboration 	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Creating - Choir 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p><i>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Anchor Standard 3: Refine and complete artistic work.</i></p> <p><i>Content Standards:</i> <i>MU:Cr2.1.E.IIa Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.</i></p> <p><i>MU:Cr2.1.E.IIa Preserve draft compositions and improvisations through standard notation, audio, or video recording.</i></p> <p><i>MU:Cr3.1.E.IIa Evaluate and refine draft arrangements, sections, short</i></p>	<i>Transfer</i>	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Communicate ideas, experiences, and stories through art. ● Develop an independent artistic vision. ● Students will be able to experiment with different media and technique. 	
	<i>Meaning</i>	
	<table border="1"> <tr> <td> <p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</i> ● <i>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i> </td> <td> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</i> ● <i>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i>
<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</i> ● <i>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? 	
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Students will understand musical vocabulary in relation to vocal technique. ● How to discern music notation and know how to make modifications as necessary ● Students will be able to use creative expression through 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Students will be able to use creative expression through music. ● working in a group setting to perform new and existing works of music. ● interpreting expressive markings within a group setting to convey a composer's intent towards themselves and to an audience. 	

<i>compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.</i>	music.	
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> ● <i>Creativity</i> ● <i>Imagination</i> ● <i>Critical thinking</i> ● <i>Problem solving</i> ● <i>Collaboration</i> ● <i>Media Literacy</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Connecting - Choir Grade 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p><i>Competencies (Standards):</i></p> <p>MU:Pr4.1.E.IIa Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skills of the individual or ensemble, and the purpose and context of the performance.</p> <p>MU:Pr4.3.E.IIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers'</p>	Transfer	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Make connections between music and other areas of their lives. Recognize connections between music and their environment. 	
	Meaning	
	<table border="1"> <tr> <td> <p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding </td> <td> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do musicians make meaningful connections to creating, performing, and responding? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding
<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do musicians make meaningful connections to creating, performing, and responding? 	
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> How to demonstrate that varying levels of interest, knowledge, and skills relate to personal choice How to demonstrate their understanding of the relationships between music and the other arts and 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Performing, creating, and responding to the relationship between music and the other disciplines of daily life. 	

<p>technical skill to connect with the audience.</p> <p>MU:Re7.1.E.IIa Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</p>	<p><i>disciplines of daily life.</i></p>	
<p><i>Used in Content Area Standards</i></p>		<p><i>21st Century Skills</i></p>
<p><i>not applicable</i></p>		<ul style="list-style-type: none"> ● <i>Observing</i> ● <i>Analyzing</i> ● <i>Communication</i> ● <i>Collaboration</i>

<p>Stage 2 - Evidence</p>	
<p><i>Evaluative Criteria</i></p>	<p><i>Assessment Evidence</i></p>
	<p>ASSESSMENT:</p>
	<p>OTHER EVIDENCE:</p>

Title of Curriculum: Grade 9-12: Concert Band/Honors Wind Ensemble

Unit Name	What	How	Why
<p>Title: Rehearsal and Performance</p>	<ul style="list-style-type: none"> ● To make music with others ● To learn general concepts of public presentation ● To learn cooperation, patience, and teamwork. 	<ul style="list-style-type: none"> ● Class time rehearsal ● Personal feedback ● Sectional feedback ● Self-listening activities 	<ul style="list-style-type: none"> ● Three to four (or more) public performances a year ● Typical class rehearsal
<p>Title: Aesthetics of Music</p>	<ul style="list-style-type: none"> ● To appreciate and strive for musical ideals ● To convey and appreciate the close relationship between music and emotion 	<ul style="list-style-type: none"> ● Listening activities with outside recordings ● Listening activities with self-recordings ● Class rehearsal 	<ul style="list-style-type: none"> ● Typical class rehearsal
<p>Title: Evaluation of Musical Performance</p>	<ul style="list-style-type: none"> ● To understand the ideals of music performance ● To gain the abilities of performing musical ideals 	<ul style="list-style-type: none"> ● Self-evaluation 	<ul style="list-style-type: none"> ● Listening activities with outside recordings ● Listening activities with self-recordings ● Class rehearsal
<p>Title: Sight-Reading</p>	<ul style="list-style-type: none"> ● Rhythm notation literacy ● Pitch notation literacy 	<ul style="list-style-type: none"> ● Sight-reading with the full group ● Sight-reading in smaller sub-groups ● Planning and strategies 	<ul style="list-style-type: none"> ● To increase the speed at which repertoire is learned ● To develop high levels of literacy

Title of Curriculum: Grade 9-12: Honors Jazz Ensemble

Unit Name	What	How	Why
<p>Title: Rehearsal and Performance</p>	<ul style="list-style-type: none"> ● To make music with others ● To learn general concepts of public presentation ● To learn cooperation, patience, and teamwork. 	<ul style="list-style-type: none"> ● Class time rehearsal ● Personal feedback ● Sectional feedback ● Three to four (or more) public performances a year ● Typical class rehearsal 	<ul style="list-style-type: none"> ● Cooperation in a musical setting ● Patience and focus ● Flexibility in interpretation
<p>Title: Aesthetics of Music</p>	<ul style="list-style-type: none"> ● To appreciate and strive for musical ideals ● To convey and appreciate the close relationship between music and emotion 	<ul style="list-style-type: none"> ● Listening activities with outside recordings ● Listening activities with self-recordings ● Class rehearsal 	<ul style="list-style-type: none"> ● Concept of “mature” instrument tone ● Articulation subtleties ● Emotional intent or effect of musical concepts
<p>Title: Evaluation of Musical Performance</p>	<ul style="list-style-type: none"> ● To understand the ideals of music performance ● To gain the abilities of performing musical ideals 	<ul style="list-style-type: none"> ● Listening activities with outside recordings ● Listening activities with 	<ul style="list-style-type: none"> ● To apply the aesthetics of music in a constructively critical manner ●

		self-recordings <ul style="list-style-type: none"> ● Class rehearsal 	
Title: Sight-Reading	<ul style="list-style-type: none"> ● To attain music notation literacy ● To speed up the learning process in the future 	<ul style="list-style-type: none"> ● Methodical approach ● Planning ● Frequency ● Genuine experience ● Frequency 	<ul style="list-style-type: none"> ● Sight-reading is something any one can get better at ● Sight-reading has strategies to it
Title: Improvisation	<ul style="list-style-type: none"> ● A standard aspect of the tradition of jazz music 	<ul style="list-style-type: none"> ● Application of previous skills such as scales and harmonic concepts ● In class group activities ● Individual assignments 	<ul style="list-style-type: none"> ● Improvisation is not random in nature ● Improvisation is studied along with composition and harmony

Windham School District Music Curriculum K-12

Responding - Grades 9-12 Band

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i> <i>Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p> <p><i>Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p> <p><i>Content Standards:</i> MU:Re7.2.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.</p> <p>MU:Re8.1.E.IIIa Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p> <p>MU:Re9.1.E.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.</p>	Transfer	
	<i>Students will be able to appreciate, discuss, and analyze music in varying depth and technicality.</i>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • <i>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do we discern the musical creators' and performers' expressive intent?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • <i>The importance of identifying specific notes or rudiments on their band instrument</i> • <i>The conductor's role</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying specific notes or rudiments on their band instrument, and finger them correctly, or demonstrate proper sticking • Identifying the first 6-8 notes on their perspective instrument, and describing the sticking to 5 important rudiments 	

Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Observe</i> • <i>Analyze</i> • <i>Creativity</i> • <i>Critical thinking</i> • <i>Problem solving</i> • <i>Communication</i> • <i>Collaboration</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT:
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Performing - Grades 9-12 Band

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Competencies (Standards?): Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU:Pr4.1.E.IIIa Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>MU:Pr4.2.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.</p> <p>MU:Pr5.3.E.IIIa Develop, apply, and refine</p>	Transfer	
	Students will be able to: <i>work collaboratively with others with high efficiency</i>	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire 	<ul style="list-style-type: none"> How do performers select repertoire?
Acquisition		
Students will know...	Students will be skilled at...	
<ul style="list-style-type: none"> Perform standard and complex rhythms Perform standard and complex rhythms Maintain a steady beat Perform solo and in a group setting How to actively participate 	<ul style="list-style-type: none"> Working in a group setting to perform new and existing works of music. Interpreting expressive markings within a group setting to convey a composer's intent towards themselves and to an audience. Implementing individual technical skills within an ensemble to enhance the performance of literature. 	

<p>appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</p> <p>MU:Cr6.1.E.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>MU:Pr6.1.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.</p> <p>MU:Re7.2.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.</p> <p>MU:Re8.1.E.IIIa Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p> <p>MU:Re9.1.E.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.</p>	<p>in a group rehearsal setting.</p> <ul style="list-style-type: none"> ● How to collaborate with others to work towards common performance goals. ● The independent technical skills needed to actively participate in a group setting. ● How to produce a quality sound on their instrument. ● The concept of a balanced sound and blended tone with other musicians within an ensemble. ● The concept of intonation and how to adjust their pitch to play in tune with themselves and/or others. ● How to interpret the composer's written intent by reading the articulation, dynamic, and expressive content of a piece of music. <p><i>The performers' role in the ensemble, and their various positions</i></p>	<ul style="list-style-type: none"> ● Producing a quality sound on their instrument. ● Matching their tone quality with other musicians to create a blended and balanced sound within an ensemble. ● Hearing and adjusting pitch to play in tune. ● Interpreting a composer's intent.
Used in Content Area Standards	21 st Century Skills	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Rubrics/checklists/critiques

Windham School District Music Curriculum K-12

Creating - Grades 9-12 Band

Stage 1 Desired Results					
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p><i>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Anchor Standard 3: Refine and complete artistic work.</i></p> <p><i>Content Standards:</i></p> <p><i>MU:Cr1.1.E.IIIa Compose and improvise musical ideas for a variety of purposes and contexts.</i></p> <p><i>MU:Cr2.1.E.IIIa Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.</i></p> <p><i>MU:Cr2.1.E.IIIb Preserve draft musical works through standard notation, audio, or video recording.</i></p>	<i>Transfer</i>				
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Communicate ideas, experiences, and stories through music. ● Develop an independent musical voice 				
	<i>Meaning</i>				
	<table border="1"> <thead> <tr> <th>ENDURING UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ● <i>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</i> ● <i>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</i> ● <i>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i> ● <i>Musicians' presentation of creative work is the culmination of a process of creation and</i> </td> <td> <ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? ● When is creative work ready to share? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> ● <i>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</i> ● <i>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</i> ● <i>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i> ● <i>Musicians' presentation of creative work is the culmination of a process of creation and</i> 	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? ● When is creative work ready to share?
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS				
<ul style="list-style-type: none"> ● <i>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</i> ● <i>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</i> ● <i>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</i> ● <i>Musicians' presentation of creative work is the culmination of a process of creation and</i> 	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? ● When is creative work ready to share? 				

<p><i>MU:Cr3.1.E.IIIa Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.</i></p> <p><i>MU:Cr3.2.E.IIIb Share varied, personally developed musical works – individually or as an ensemble – that address identified purposes and contexts.</i></p>	<p><i>communication.</i></p>	
	<p><i>Acquisition</i></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to actively participate in a group rehearsal setting. ● How to collaborate with others to work towards common performance goals. ● The independent technical skills needed to actively participate in a group setting. ● How to count, read, and play notated rhythms incorporating notes and rests ● How to count, read and play notated rhythms in various time signatures 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Working in a group setting to perform new and existing works of music. ● Interpreting expressive markings within a group setting to convey a composer’s intent towards themselves and to an audience. ● Implementing individual technical skills within an ensemble to enhance the performance of literature. ● Counting notated rhythms using standard counting language. ● accurately playing notated rhythms in various time signatures
<p><i>Used in Content Area Standards</i></p>		<p><i>21st Century Skills</i></p>
<p><i>not applicable</i></p>		<ul style="list-style-type: none"> ● <i>Creativity</i> ● <i>Imagination</i> ● <i>Critical thinking</i> ● <i>Problem solving</i> ● <i>Collaboration</i> ● <i>Media Literacy</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Music Curriculum K-12

Connecting - Grades 9-12 Band

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards):</i> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p><i>Content Standards:</i></p> <p>MU:Cn10.0.H.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr3.2.E.IIIa Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.</p> <p>MU:Pr4.1.E.IIIa Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skills of the individual or ensemble, and the purpose and context of</p>	Transfer	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Make connections between music and other areas of their lives. ● Recognize connections between music and their environment. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● <i>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing, and responding?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>How to demonstrate that varying levels of interest, knowledge, and skills relate to personal choice</i> ● <i>How to demonstrate their understanding of the relationships between music and the other arts and disciplines of daily life.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Performing, creating, and responding to the relationship between music and the other disciplines of daily life.

<p>the performance.</p> <p>MU:Pr4.3.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.</p> <p>MU:Re7.1.E.IIIa Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.</p> <p>MU:Cn11.0.T.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cr1.1.E.IIIa Compose and improvise musical ideas for a variety of purposes and contexts.</p> <p>MU:Cr3.2.E.IIIb Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.</p> <p>MU:Pr6.1.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.</p> <p>MU:Re9.1.E.IIIa Develop and justify</p>		
--	--	--

<p>evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.</p>		
<p>Used in Content Area Standards</p>		<p>21st Century Skills</p>
<p><i>not applicable</i></p>	<ul style="list-style-type: none"> ● <i>Observing</i> ● <i>Analyzing</i> ● <i>Communication</i> ● <i>Collaboration</i> 	

<p>Stage 2 - Evidence</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>
	<p>ASSESSMENT:</p>
	<p>OTHER EVIDENCE:</p>