

MAYWOOD PUBLIC SCHOOL

Music Curriculum

Music Philosophy

The purpose of music education is to provide instruction to help each student develop their aesthetic potential and develop a sense of appreciation for the art of making music. The adult life of the student is enriched by the skills, knowledge, and dispositions acquired through the study of music. It also can help students understand their relationships with others, by understanding the contribution music makes to culture and history, students are better prepared to live and work in multicultural settings.

Music classes should contribute to a student's sense of pride, belonging, and give them a more balanced education. Music is an important avenue to individual success.

Music Exit Outcomes

By the end of the twelfth grade, students at Maywood Public School will be able to....

1. Sing, alone and with others, a varied repertoire of music.
2. Perform on instruments, alone and with others, a varied repertoire of music.
3. Improvise melodies, variations, and accompaniments.
4. Compose and arrange music within specified guidelines.
5. Read and notate music.
6. Listen to, analyze, and describe music.
7. Evaluate music and music performances.
8. Understand the relationship between music, the other arts, and disciplines outside the arts.
9. Understand music in relation to history and culture.

Music Strands

1. Vocal Performance
2. Instrumental Performance
3. Improvising Music
4. Composing Music
5. Reading and Notating Music
6. Music Theory
7. Evaluating Music and Aesthetics
8. Music Relationships to Other Disciplines
9. Historical and Cultural Significance

Music Curriculum Matrix

1. Vocal Performance

Identifier	Objective	K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal
1.1	Students sing independently on pitch and in rhythm.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>				<i>M</i>
1.2	Students sing independently with appropriate timbre, diction, and posture.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>				<i>M</i>
1.3	Students sing independently while maintaining a steady tempo.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>				<i>M</i>
1.4	Students sing expressively with appropriate dynamics.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>				<i>M</i>
1.5	Students sing expressively with appropriate phrasing and interpretation.			<i>I</i>	<i>D</i>	<i>D</i>				<i>M</i>
1.6	Sing from memory a varied repertoire of songs.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>				<i>M</i>
1.7	Sing from memory songs representing genres and styles from diverse cultures.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>				<i>M</i>
1.8	Sing Ostinati.				<i>I</i>	<i>D</i>				<i>M</i>
1.9	Sing Partner Songs.			<i>I</i>	<i>D</i>	<i>D</i>				<i>M</i>
1.10	Sing Rounds.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>				<i>M</i>
1.11	Sing in groups, blending vocal timbres and dynamic levels.									<i>I, M</i>
1.12	Sing in groups, responding to the cues of a conductor.									<i>I, M</i>
1.13	Sing accurately and with good breath control throughout all their singing ranges, alone or with others.				<i>I</i>	<i>D</i>				<i>M</i>
1.14	Sing with expression and technical accuracy a repertoire of vocal literature, including some songs performed from memory.					<i>I</i>				<i>M</i>

Identifier	Objective									
		K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal
1.15	Sing music representing different genres and cultures, with appropriate expression.				<i>I</i>	<i>D</i>				<i>M</i>
1.16	Sing music written in 2 or 3 parts.					<i>I</i>				<i>M</i>
1.17	Sing with expression and technical accuracy a large, more difficult and varied repertoire of vocal literature, including some songs performed from memory.									<i>I, M</i>
1.18	Sing music written in 4 parts, with or without accompaniment.									<i>I, M</i>
1.19	Demonstrate well-developed ensemble skills.									<i>I, M</i>
1.20	Sing in small ensembles with one student to a part.									<i>I, M</i>

2. Instrumental Performance

2.1	Perform on pitch on a musical instrument.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.2	Perform on rhythm on a musical instrument or body percussion.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.3	Perform on a musical instrument with appropriate dynamics and timbre.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.4	Perform on a musical instrument or body percussion with a steady tempo.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.5	Perform easy rhythmic patterns on classroom instruments.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.6	Perform easy melodic patterns on classroom instruments.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.7	Perform a varied repertoire of music.						<i>I</i>	<i>D</i>	<i>M</i>	
2.8	Perform music representing different genres and styles.						<i>I</i>	<i>D</i>	<i>M</i>	
2.9	Echo short rhythms.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>				
2.10	Echo short melodic patterns.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>				
2.11	Perform in groups, blending instrumental timbre.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.12	Perform in groups, matching dynamic levels.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.13	Perform in groups, responding to cues of a conductor.						<i>I</i>	<i>D</i>	<i>M</i>	
2.14	Perform independent instrumental parts while others sing or play contrasting parts.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.15	Perform on at least one instrument accurately and independently, alone or in small groups.						<i>I</i>	<i>D</i>	<i>M</i>	
2.16	Perform with good posture.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.17	Perform with good playing position.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.18	Perform with good breath, stick, or bow control.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	

Identifier	Objective										
		K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal	
2.19	Perform with expression and technical accuracy on at least one string, wind, or percussion instrument.						<i>I</i>	<i>D</i>	<i>M</i>		
2.20	Perform music representing different genres and styles with appropriate expression.						<i>I</i>	<i>D</i>	<i>M</i>		
2.21	Play by ear simple melodies on a melodic instrument.						<i>I</i>	<i>D</i>	<i>M</i>		
2.22	Play solos, some from memory.							<i>I</i>	<i>M</i>		
2.23	Perform an appropriate part in an ensemble, showing good ensemble skills.						<i>I</i>	<i>D</i>	<i>M</i>		
2.24	Perform in small ensembles with one student to a part.								<i>I, M</i>		

3. Improvising Music

3.1	Improvise "answers" in the same style to given melodic and rhythmic phrases.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.2	Improvise simple melodic and rhythmic ostinato accompaniments.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.3	Improvise simple rhythmic variations.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.4	Improvise simple melodic embellishments on familiar melodies.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.5	Improvise short songs and instrumental pieces, using a variety of sound sources.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
3.6	Improvise simple harmonic accompaniments.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	
3.7	Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.8	Improvise melodic embellishments and simple rhythmic and melodic variations on given melodies in major keys.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.9	Improvise short melodies, unaccompanied and over given rhythmic accompaniments in a consistent style.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.10	Improvise short melodies, unaccompanied and over given rhythmic accompaniments in a consistent meter.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.11	Improvise short melodies, unaccompanied and over given rhythmic accompaniments in a consistent tonality.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.12	Improvise stylistically appropriate harmonizing parts.								<i>I, M</i>	<i>I, M</i>
3.13	Improvise rhythmic and melodic variations on given melodies in major and minor keys.								<i>I, M</i>	<i>I, M</i>
3.14	Improvise original melodies over given chord progressions in a consistent style.								<i>I, M</i>	<i>I, M</i>

Identifier	Objective	K	1st	2nd	3rd	4th	5th Band	6th Band	Band		Vocal
3.15	Improvise original melodies over given chord progressions in a consistent meter.									<i>I, M</i>	<i>I, M</i>
3.16	Improvise original melodies over given chord progressions in a consistent tonality.									<i>I, M</i>	<i>I, M</i>

4. Composing Music

4.1	Create and arrange music to accompany readings or dramatizations.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
4.2	Create and arrange short songs and instrumental pieces with specified guidelines.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
4.3	Use a variety of sound sources when composing.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
4.4	Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.5	Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve tension and release.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.6	Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve balance.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.7	Arrange simple pieces for voice or instruments other than those for which the pieces were written.								<i>I, M</i>	<i>I, M</i>
4.8	Use a variety of traditional and nontraditional sound sources when composing or arranging.								<i>I, M</i>	<i>I, M</i>
4.9	Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.								<i>I, M</i>	<i>I, M</i>
4.10	Compose and arrange music for voices and traditional acoustic and electronic instruments demonstrating knowledge of the ranges and traditional uses of the sound sources.								<i>I, M</i>	<i>I, M</i>

5. Reading and Notating Music

5.1	Read whole notes and rests in 4/4 time.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.2	Read dotted half notes and rests in 3/4 and 4/4 time.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.3	Read half notes and rests in 2/4, 3/4, and 4/4 time.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.4	Read quarter notes and rests in 2/4, 3/4, and 4/4 time.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.5	Read eighth notes and rests in 2/4, 3/4, and 4/4 time.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>

Identifier	Objective	K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal
5.6	Use a system (syllables, letters, or numbers) to read simple pitch notation on the treble clef in major keys.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.7	Identify symbols and traditional terms relating to dynamics and interpret them correctly when performing.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.8	Identify symbols and traditional terms relating to tempo and interpret them correctly when performing.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.9	Identify symbols and traditional terms relating to articulation and interpret them correctly when performing.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.10	Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.11	Read half notes and rests in 6/8 and cut time.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.12	Read quarter notes and rests in 6/8, 3/8, and cut time.							<i>I</i>	<i>M</i>	<i>M</i>
5.13	Read eighth notes and rests in 6/8, 3/8, and cut time.							<i>I</i>	<i>M</i>	<i>M</i>
5.14	Read sixteenth notes and rests in 4/4, 3/4, 2/4, 6/8, 3/8, and cut time.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.15	Read dotted notes and rests in 4/4, 3/4, 2/4, 6/8, 3/8, and cut time.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.16	Read at sight simple melodies in both the treble and bass clefs.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.17	Identify and define standard notation symbols for pitch.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.18	Identify and define standard notation symbols for rhythm.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.19	Identify and define standard notation symbols for dynamics.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.20	Identify and define standard notation symbols for tempo.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.21	Identify and define standard notation symbols for articulation.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.22	Identify and define standard notation symbols for expression.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.23	Use standard notation to record their musical ideas and the ideas of others.								<i>I, M</i>	<i>I, M</i>
5.24	Sight read accurately and expressively.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.25	Demonstrate the ability to read an instrumental or vocal score of up to 4 staves by describing how the elements of music are used.							<i>I</i>	<i>M</i>	<i>M</i>

6. Music Theory

6.1	Identify simple musical forms when presented aurally.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.2	Demonstrate perceptual skills by moving to music.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>				
6.3	Demonstrate perceptual skills by answering questions about music.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>

Identifier	Objective									
		K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal
6.4	Demonstrate perceptual skills by describing aural examples of music.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.5	Use appropriate terminology in explaining music, music notation, music instruments, voices, and music performances.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.6	Identify the sounds of various instruments.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.7	Identify the sounds of different voices (e.g., child male, child female, adult male, adult female).	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>				
6.8	Identify the sounds of instruments and voices from different cultures.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>				
6.9	Respond to music through purposeful movement to selected prominent musical characteristics or specific musical events.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>				
6.10	Describe specific musical events in a given musical example using appropriate terminology.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.11	Analyze the use of elements of music in aural examples representing diverse genres and cultures.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.12	Analyze music showing knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.13	Demonstrate extensive knowledge of the technical vocabulary of music.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.14	Compare and contrast different pieces of music.								<i>I, M</i>	<i>I, M</i>

7. Evaluating Music and Aesthetics

7.1	Devise criteria for evaluating performances.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
7.2	Devise criteria for evaluating compositions.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
7.3	Explain, using appropriate musical terminology, their personal preferences for specific musical works and styles.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
7.4	Utilize developed criteria for performances and compositions in their own listening or performing.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
7.5	Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
7.6	Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.								<i>I, M</i>	<i>I, M</i>

8. Music Relationships to Other Disciplines

Identifier	Objective									
		K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal
8.1	Identify similarities and differences in the meanings of common terms used in the various arts.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
8.2	Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
8.3	Compare in two or more arts how characteristic materials of each art can be used to transform similar events into works of art.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
8.4	Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples.								<i>I, M</i>	<i>I, M</i>
8.5	Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.								<i>I, M</i>	<i>I, M</i>
8.6	Explain ways in which the principles and subject matter of other disciplines outside the arts are interrelated with those in music.								<i>I, M</i>	<i>I, M</i>

9. Historical and Cultural Significance

9.1	Identify by style or genre aural examples of music from various historical periods and cultures.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
9.2	Describe in general terms how elements of music are used in music examples from various cultures of the world.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
9.3	Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
9.4	Identify and describe roles of musicians in various music settings and cultures.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
9.5	Demonstrate audience behavior appropriate for the context and style of music performed.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
9.6	Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
9.7	Classify by genre and style a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>

9.8	Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.								<i>I, M</i>	<i>I, M</i>
9.9	Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
9.10	Identify various roles that musicians perform, cite representative individuals who have functioned in each role and describe their activities and achievements.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
9.11	Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.								<i>I, M</i>	<i>I, M</i>

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