

CENTRAL ISLIP PUBLIC SCHOOLS
K-12 MUSIC EDUCATION
CURRICULUM



ADOPTED BY THE BOARD OF EDUCATION ON **-**-2014

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This Music Curriculum was adopted by the Central Islip Board of Education on ***** at the regularly scheduled Meeting.

Central Islip Union Free School District – K-12 District Music Curriculum

DISTRICT MISSION STATEMENT

The mission of the Central Islip Public Schools is to enable all students to fulfill their potentials and become responsible, contributing adults able to thrive in a culturally diverse, changing world. In partnership with the entire community, we will provide a quality, educational experience that offers equitable learning opportunities in a safe environment. We will link home, school, and community to ensure a positive, supportive education that fosters student excellence and success.

MUSIC DEPARTMENT MISSION STATEMENT

Music is the universal language of basic expression and reflection that transcends centuries of human culture. Here in the Central Islip Schools, students enjoy a balanced, comprehensive and sequential program of study in music that complements our cultural diversity. Students in primary grades are provided with a qualitative foundation of musical knowledge that sets the stage for them to acquire advanced skills at the secondary level, thereby positioning them to challenge their cultivated talent in elite competition. Through singing, playing instruments and composing, students express themselves creatively. Moreover, knowledge of music and performance traditions enables them to learn new music independently while in pursuit of excellence in their musical abilities.



Philip K. Voigt
Director of Music Education
Central Islip Public Schools



NATIONAL MUSIC EDUCATION STANDARDS

Grade K-4 Music Standard 1

Singing, alone and with others, a varied repertoire of music

Achievement Standard

- Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
- Students sing expressively, with appropriate dynamics, phrasing, and interpretation
- Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- Students sing ostinatos, partner songs, and rounds
- Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

Grade K-4 Music Standard 2

Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard

- Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- Students perform expressively a varied repertoire of music representing diverse genres and styles
- Students echo short rhythms and melodic patterns
- Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts

Grade K-4 Music Standard 3

Improvising melodies, variations, and accompaniments

Achievement Standard

- Students improvise "answers" in the same style to given rhythmic and melodic phrases
- Students improvise simple rhythmic and melodic ostinato accompaniments
- Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
- Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines)

Grade K-4 Music Standard 4

Composing and arranging music within specified guidelines

Achievement Standard

- Students create and arrange music to accompany readings or dramatizations
- Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)
- Students use a variety of sound sources when composing

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Grade K-4 Music Standard 5

Reading and notating music

Achievement Standard

- Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
- Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
- Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

Grade K-4 Music Standard 6

Listening to, analyzing, and describing music

Achievement Standard

- Students identify simple music forms when presented aurally
- Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
- Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
- Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music

Grade K-4 Music Standard 7

Evaluating music and music performances

Achievement Standard

- Students devise criteria for evaluating performances and compositions
- Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles

Grade K-4 Music Standard 8

Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard

- Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts
- Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions)

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Grade K-4 Music Standard 9

Understanding music in relation to history and culture

Achievement Standard

- Students identify by genre or style aural examples of music from various historical periods and cultures
- Students describe in simple terms how elements of music are used in music examples from various cultures of the world
- Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures
- Students demonstrate audience behavior appropriate for the context and style of music performed

Grade 5-8 Music Standard 1

Singing, alone and with others, a varied repertoire of music

Achievement Standard

- Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory
- Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- Students sing music written in two and three parts
- Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory

Grade 5-8 Music Standard 2

Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard

- Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
- Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
- Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

Grade 5-8 Music Standard 3

Improvising melodies, variations, and accompaniments

Achievement Standard

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

Central Islip Union Free School District – K-12 District Music Curriculum

Grade 5-8 Music Standard 4

Composing and arranging music within specified guidelines

Achievement Standard

- Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- Students arrange simple pieces for voices or instruments other than those for which the pieces were written
- Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

Grade 5-8 Music Standard 5

Reading and notating music

Achievement Standard

- Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures
- Students read at sight simple melodies in both the treble and bass clefs
- Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- Students use standard notation to record their musical ideas and the musical ideas of others
- Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6

Grade 5-8 Music Standard 6

Listening to, analyzing, and describing music

Achievement Standard

- Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology
- Students analyze the uses of elements of music in aural examples representing diverse genres and cultures
- Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Grade 5-8 Music Standard 7

Evaluating music and music performances

Achievement Standard

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

Grade 5-8 Music Standard 8

Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard

- Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art
- Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works)

Grade 5-8 Music Standard 9

Understanding music in relation to history and culture

Achievement Standard

- Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
- Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed

Grade 9-12 Music Standard 1

Singing, alone and with others, a varied repertoire of music

Achievement Standard

Proficient:

- Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- Students sing music written in four parts, with and without accompaniment
- Students demonstrate well-developed ensemble skills

Advanced:

- Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- Students sing music written in more than four parts
- Students sing in small ensembles with one student on a part

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Grade 9-12 Music Standard 2

Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard

Proficient:

- Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- Students perform in small ensembles with one student on a part

Advanced:

- Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

Grade 9-12 Music Standard 3

Improvising melodies, variations, and accompaniments

Achievement Standard

Proficient:

- Students improvise stylistically appropriate harmonizing parts
- Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- Students improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Advanced:

- Students improvise stylistically appropriate harmonizing parts in a variety of styles
- Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

Grade 9-12 Music Standard 4

Composing and arranging music within specified guidelines

Achievement Standard

Proficient:

- Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
- Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
- Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Advanced:

- Students compose music, demonstrating imagination and technical skill in applying the principles of composition

Grade 9-12 Music Standard 5

Reading and notating music

Achievement Standard

Proficient:

- Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Advanced:

- Students demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs
- Students interpret nonstandard notation symbols used by some 20th-century composers
- Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6

Grade 9-12 Music Standard 6

Listening to, analyzing, and describing music

Achievement Standard

Proficient:

- Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- Students demonstrate extensive knowledge of the technical vocabulary of music
- Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Advanced:

- Students demonstrate the ability to perceive and remember music events by describing in detail significant events (e.g., fugal entrances, chromatic modulations, developmental devices) occurring in a given aural example
- Students compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style
- Students analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

Grade 9-12 Music Standard 7

Evaluating music and music performances

Achievement Standard

Proficient:

- Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music
- Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models
- Advanced:
- Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

Grade 9-12 Music Standard 8

Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard

Proficient:

- Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound)

Advanced:

- Students compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
- Students explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts (e.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers)

Grade 9-12 Music Standard 9

Understanding music in relation to history and culture

Achievement Standard

Proficient:

- Students 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
- Students identify sources of American music genres (e.g., swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them
- Students identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Advanced:

- Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

NEW YORK STATE MUSIC EDUCATION STANDARDS

The Arts Standards provide school districts the direction and basic structure for the development of local curricula that link instruction and assessment to the content standards. Taken together, the content standards, performance indicators and the performance standards embodied in actual student work define the learning standards for students in the Arts (dance, music, theatre and visual arts).

The State Education Department will continue to collect and publish samples of student work. As teachers become familiar with the standards and students become more proficient in meeting them, the level of the performance standards and content standards will continue to rise.

The Board of Regents recognizes the diversity of students in New York State, including students with disabilities, students with limited English proficiency, gifted students, and educationally disadvantaged students, and has made a strong commitment to integrating the education of all students into the total school program. The standards apply to all students regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully, and work towards attaining the curricular standards. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities

- **Standard 1:** Creating, performing, and participating in the arts
Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
- **Standard 2:** Knowing and using arts materials and resources
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- **Standard 3:** Responding to and analyzing works of art
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- **Standard 4:** Understanding the cultural dimensions and contributions of the arts
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Note: For more complete information on the Arts Standards including key ideas, performance indicators and student work samples in dance, music, theatre and visual arts, see the document entitled, Learning Standards for the Arts (Revised Edition, April 1996). The arts standards can also be found in Section 100.1(t)(v) of the Regulations of the Commissioner of Education.

Standard 1 - Creating, Performing, and Participating in the Arts

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

Performance Indicators

Elementary

Students will:

- create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources
- sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts
- read simple standard notation in performance, and follow vocal or keyboard scores in listening
- in performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I-II) and respond appropriately to the gestures of the conductor
- identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing music of their own and others

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Intermediate

Students will:

- compose simple pieces that reflect a knowledge of melodic, rhythmic, harmonic, timbral, and dynamic elements
- sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, duration, and loudness
- improvise short musical compositions that exhibit cohesiveness and musical expression
- in performing ensembles, read moderately easy/ moderately difficult music (New York State School Music Association [NYSSMA] level III-IV) and respond appropriately to the gestures of the conductor
- identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and composing music of their own and others, and discuss ways to improve them

Commencement

Students will:

- compose simple pieces for at least two mediums, including computers (MIDI) and other electronic instruments. (Pieces may combine music with other art forms such as dance, theatre, visual arts, or film/video.)
- sing and/or play recreational instruments accurately, expressively, and with good tone quality, pitch, duration, loudness, technique, and (singing) diction
- use common symbols (notation) to perform music on recreational instruments
- identify and describe the roles, processes, and actions needed to produce professional concerts and musical theatre productions
- explain the commercial-music roles of producer, recordist, public relations director, recording company executive, contractor, musicians, union officials, performers, etc.

Commencement Major Sequence

- compose a collection of works for wind, string, percussion, vocal, keyboard, or electronic media that demonstrates an understanding and application of the musical elements and music-related technology
- monitor and adjust their performance and compositional techniques, identifying strengths and areas for improvements
- improvise and arrange extended musical compositions that exhibit cohesiveness and musical expression
- in choral and instrumental ensembles, read difficult/very difficult music (New York State School Music Association [NYSSMA] level V-VI); exhibit independent control over tone quality, intonation, rhythm, dynamics, balance, blend, expression, and articulation; and respond appropriately to the gestures of the conductor
- adopt at least two of the roles they identify as needed (composer, arranger, copyist, conductor, performer, announcer, instrument maker or provider, program annotator, recordist) to produce the performance of a musical composition in the classroom
- in performing groups, produce musical performances by peer-led small ensembles and sections of larger ensembles

Standard 2 - Knowing and Using Arts Materials and Resources

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

Performance Indicators

Elementary

Students will:

- use classroom and nontraditional instruments in performing and creating music
- construct instruments out of material not commonly used for musical instruments
- use current technology to manipulate sound
- identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used
- demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school
- discuss ways that music is used by various members of the community

Intermediate

Students will:

- use traditional or nontraditional sound sources, including electronic ones, in composing and performing simple pieces
- use school and community resources to develop information on music and musicians
- use current technology to create, produce and record/playback music
- identify a community-based musical interest or role and explain the skills, knowledge, and resources necessary to pursue the interest or adopt the role
- demonstrate appropriate listening and other participatory responses to music of a variety of genres and cultures
- investigate some career options related to their musical interests

Commencement

Students will:

- use traditional, electronic, and nontraditional media for composing, arranging, and performing music
- describe and compare the various services provided by community organizations that promote music performance and listening
- use print and electronic media, including recordings, in school and community libraries to gather and report information on music and musicians
- identify and discuss the contributions of local experts in various aspects of music performance, production, and scholarship
- participate as a discriminating member of an audience when listening to performances from a variety of genres, forms, and styles
- understand a broad range of career opportunities in the field of music, including those involved with funding, producing, and marketing musical events

Commencement Major Sequence

Students will:

- develop a classified and annotated directory of nearby music-related establishments such as instrument and music retailers, instrument makers and repair persons, recording studios, union representatives, etc.
- identify ways that they have contributed to the support of the musical groups of which they are members
- explain opportunities available to them for further musical growth and professional development in higher education and community institutions

Standard 3 - Responding To and Analyzing Works of Art

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

Performance Indicators

Elementary

Students will:

- through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others'
- describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc.
- discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre
- describe the music's context in terms related to its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.)
- describe their understandings of particular pieces of music and how they relate to their surroundings

Intermediate

Students will:

- through listening, analyze and evaluate their own and others' performances, improvisations, and compositions by identifying and comparing them with similar works and events
- use appropriate terms to reflect a working knowledge of the musical elements
- demonstrate a basic awareness of the technical skills musicians must develop to produce an aesthetically acceptable performance
- use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events)
- use basic scientific concepts to explain how music-related sound is produced, transmitted through air, and perceived
- use terminology from music and other arts to analyze and compare the structures of musical and other artistic and literary works

Commencement

Students will:

- through listening, analyze and evaluate their own and others' performances improvisations, and compositions and suggest improvements
- read and write critiques of music that display a broad knowledge of musical elements, genres, and styles
- use anatomical and other scientific terms to explain the musical effectiveness of various sound sources—traditional, nontraditional, and electronic
- use appropriate technical and socio-cultural terms to describe musical performances and compositions
- identify and describe the contributions of both locally and internationally known exemplars of high quality in the major musical genres
- explain how performers, composers, and arrangers make artistic decisions

Commencement Major Sequence

Students will:

- assess, describe, and evaluate the development of their personal contributions to their own, their school's, and their community's musical life by appropriately using musical and socio-cultural terms and concepts (contributions and skills of musicians, functions of music in society, etc.)
- demonstrate a practical knowledge of sound production and architectural acoustics to predict the general effects on sound of room shapes, building construction practices, and common absorbers

Standard 4 - Understanding The Cultural Dimensions and Contributions of The Arts

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

Performance Indicators

Elementary

Students will:

- identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world
- identify the titles and composers of well-known examples of classical concert music and blues/jazz selections
- identify the primary cultural, geographical, and historical settings for the music they listen to and perform

Intermediate

Students will:

- identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world
- identify from a performance or recording the titles and composers of well-known examples of classical concert music and blues/jazz selections
- discuss the current and past cultural, social, and political uses for the music they listen to and perform
- in performing ensembles, read and perform repertoire in a culturally authentic manner

Commencement

Students will:

- identify from performances or recordings the cultural contexts of a further varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world
- identify from performances or recordings the titles and composers and discuss the cultural contexts of well-known examples of classical concert music and blues/jazz selections
- relate well-known musical examples from the 17th century onward with the dominant social and historical events

Commencement Major Sequence

Students will:

- analyze music from various cultures on the basis of its functions, giving examples and describing uses to which music is put in those cultures
- in performing ensembles, read and perform repertoire in a culturally authentic manner and use culture-based criteria for assessing performances, their own and others'

POSITION ON COMMON CORE STANDARDS

The New York State Board of Regents adopted a new set of curriculum standards called the Common Core State Standards. These standards were adopted as part of a national movement to raise performance expectations for students. The overarching goal of the Common Core standards is to better prepare students for the demands of college and careers in our global economy. The Common Core State Standards focus on two key areas: English Language Arts and mathematics. The English language arts standards for reading, writing, speaking and listening, and language are also translated to literacy standards in history and social studies, science, and technical subjects. The expectation is that students will develop literacy skills specific to these subject areas in addition to what they learn in their English language arts classes.

These Standards provide a consistent and clear understanding of what students are expected to learn, so teachers and parents know how to support learning goals in order for each child to meet and exceed their learning potential. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our students need for success in college and careers in order to compete successfully in the global economy.

Within Music classes teachers support the Common Core standards for English Language Arts in a variety of ways. Depending upon the grade level and the type of music class, students may discuss and evaluate the music of historically significant composers, the music of a particular culture, as well as music from diverse styles, genres and performing artists. Students are also called upon to self-assess and evaluate their individual performance or the performance of their ensemble in an articulate manner using relevant and appropriate vocabulary. This may be done verbally or in writing. Students are encouraged to develop and use a vocabulary that evidences an understanding of the elements of music as well as the broader knowledge base they have gained from the study of all content areas. In class "Word Walls" are employed to support student learning of content specific vocabulary.

Music classes may occasionally include lessons which require the close reading of informational texts. These lessons facilitate student development of vocabulary and comprehension skills and require students to answer text related questions and compose essays employing information from the text.

In class discussions and informational text may also relate how and why an historical period or cultural perspective influenced the composers and music that was created in that setting or how music and musicians influenced historical events. Students may also be given assignments which require the use of library or internet based resources to research and acquire background information on a musician/composer, a particular culture, a current trend, or an historical period and how they relate to the child's study of music in school.

Interestingly, aptitude in math has often been correlated to a strong musical aptitude. Within the music curriculum the most obvious link to the Common Core for Math is the extensive use of fractions within the notation and reading of rhythm. Our lessons in music most definitely support the development of a strong understanding of fractions on the part of students. Research has also shown that mastery of fractions is a significant predictor of later success in Algebra. Music study also supports student understanding of proportions, percentages, patterns, and sequences through the analysis of rhythm, melodic contour, and musical form.

Overall, the strategies employed in our music classrooms help the children to see the connections among the various areas of study and to develop a broad knowledge base that supports their learning and understanding in every content area as well as their preparation for future careers or college study.

Central Islip Union Free School District – K-12 District Music Curriculum

NYSSMA Common Core Standards Crosswalk

This crosswalk documents the alignment between selected learning goals from the Common Core State Standards (CCSS) for English Language Arts (ELA), and Mathematics. As New York State has adopted these standards, it presents us with a new and dynamic opportunity to demonstrate alignment between the learning described in the standards, and the concepts commonly taught in the music classroom.

This is not an exhaustive table, but rather a starting point for Central Islip Music Educators. Staff are encouraged to continue to build the crosswalk with additional connections from classroom experiences.

ELA CCSS Crosswalk

CCSS STRAND	CCSS Core Curriculum Standard	Crosswalk Shift Music Education Curriculum
Reading for Literature	<ul style="list-style-type: none"> • Recount stories, fables, etc. • Words/phrases describe rhythm & meaning • Overall structure of story • Different points of view of characters • Identify who is telling story • Compare/contrast 2 or more versions of story • Determine theme and analyze it's development • Compare/contrast written work to media version • Make connections between written text and other perspectives 	<ul style="list-style-type: none"> • Folk songs • Rhythms, patterns, repetition, form • Form • Texture & balance • Timbre (melody/harmony) • Theme & variations • Motivic development • Programmatic composition • Cultural connections to music
Reading for Information	<ul style="list-style-type: none"> • Questions re: details of text • Know/use text features • Meaning of domain specific words • Describe overall structure of events, ideas, concepts or info • Distinguish own point of view • Engage in group reading w/purpose & understanding 	<ul style="list-style-type: none"> • Critical listening • Expressive markings in music • Music specific vocabulary • Form • React to music, improvisation • Sing and play with others
Reading Foundational Skills	<ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	<ul style="list-style-type: none"> • Read music notation, follow own part • Sound production, diction, articulation • Lyrics, rhythm, note reading • Music reading, practice for fluency
Writing	<ul style="list-style-type: none"> • Write opinion supporting point of view • Draw evidence from text for analysis • Write information/explanatory texts • Production and distribution of writing • Short research projects • Write to support analysis of topics or text • Create text in response to literary work 	<ul style="list-style-type: none"> • Critical responses, written critiques • Reflection, improvement plan • Program notes • Program notes • Short research projects • Music critiques • Music composition

ELA CCSS Crosswalk Continued

CCSS STRAND	CCSS Core Curriculum Standard	Crosswalk Shift Music Education Curriculum
Speaking & Listening	<ul style="list-style-type: none"> • Ask/answer questions to clarify comprehension • Create multimedia presentation of stories or poems • Engage in collaborative discussions • Initiate and participate effectively in collaborative work • Evaluate speaker’s point of view • Include multimedia components to clarify information • Make strategic use of digital media 	<ul style="list-style-type: none"> • Critical listening for performance in ensemble • Create audio recording of performance • Rehearsals, peer evaluation, group composition • Student-led chamber ensemble(s) • Analyze music composition • Use music software/tech in composition • Enhance composition/performance through media
Language	<ul style="list-style-type: none"> • Identify connections between words & their use • Correct use for frequently confused words • Use knowledge of language to write, speak, read, listen • Use nuances in word meanings • Distinguish shades of meanings • Acquire & use domain-specific words and phrases • Demonstrate command of conventions of standard English 	<ul style="list-style-type: none"> • Musical vocabulary • Clarify misused vocabulary (hi/low, soft/loud) • Use music vocabulary to describe music • Expressive quality of lyrics • Various tempi/expressive markings • Write or speak about music • Phrasing, articulation, expression markings

MATH CCSS Crosswalk

CCSS STRAND	CCSS Core Curriculum Standard	Crosswalk Shift Music Education Curriculum
Counting & Cardinality	<ul style="list-style-type: none"> Know number names & counting sequence 	<ul style="list-style-type: none"> Know rhythmic value of notes and rests Count basic rhythms
Operations & Algebraic Thinking	<ul style="list-style-type: none"> Represent addition/subtract with objects Generate and analyze patterns 	<ul style="list-style-type: none"> Math problems using note values Performance of rhythmic/tonal patterns Musical form
Number & Operations-Fractions	<ul style="list-style-type: none"> Understand fractions as numbers Understand fraction equivalents 	<ul style="list-style-type: none"> Rhythmic values of notes & rests Duple/ triple meter Measures Sub-division Rhythm pyramid (whole, half, quarter, etc.)
Measurement & Data	<ul style="list-style-type: none"> Classify objects & count number of objects Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data 	<ul style="list-style-type: none"> Time signature Organize sound over time (rhythmic aspect) Tempo Intervals Science of sound (frequency, amplitude, etc.)
Geometry	<ul style="list-style-type: none"> Identify and describe shapes Graph points to solve real-world problems Making inferences and justifying conclusions from observation 	<ul style="list-style-type: none"> Form Melodic contour Timbral and pitch qualities of instruments (size of inst; string length; overtone series, acoustics)
Ratio & Proportional Relationships	<ul style="list-style-type: none"> Ratio concepts and use reasoning to solve problems 	<ul style="list-style-type: none"> Linear arrangement of rhythmic relationships (melodic construction-augmentation, diminution) Vertical arrangement of rhythmic relationships (rhythms lining up between parts)

NYSED REQUIREMENTS FOR MUSIC EDUCATION

The Regulations of the Commissioner of Education Part 100 specify that public school students are to receive music instruction in grades PreK-K (CR 100.3(a)), grades one through six (CR 100.3(b)), and over grades seven and eight (CR 100.4). Additionally, students in grades nine through twelve must have the opportunity to complete units of credit in music to satisfy Regents diploma requirements and to complete Regents sequences in Music or Fine Arts.

Students first entering grade nine in 2001 and thereafter must successfully complete one unit of credit in the Arts (dance, music, theatre or visual arts) as part of Regents diploma requirements (100.5(b)(7)(iv)(e)). State-developed or State-approved high school music courses taught by a certified music teacher may be used to satisfy the diploma requirement, as part of a sequence, and/or for elective credit. Only those courses which have been State developed or State approved may be used to satisfy the Arts diploma requirement in music. State-developed courses in music include Music in Our Lives, Band, Chorus, Orchestra, Music Theory and Comprehensive Foundations of Music.

Public schools must offer students the opportunity to begin an approved sequence in the arts (music, visual arts, theatre, and dance) in grade nine (CR 100.2 (h)). High school students who first enter grade 9 in 2001 and thereafter are no longer required to complete sequences as part of Regents diploma requirements. However, all students must be given the opportunity to complete music sequences, which may be used to fulfill diploma requirements. Additionally, students pursuing a Regents diploma with advanced designation and who complete a five-unit sequence in the arts (visual arts, music, dance and theatre) are not required to complete the additional two units of a language other than English (CR 100.5 (b)(7)(v)(c)).

Summary of the Arts Provisions: Part 100 Regulations of the Commissioner

Regulations have the force and effect of law. Policy statements indicate the bases from which the Education Department carries out the intent of the Regulations. Guidelines are provided as recommendations and should not be interpreted as requirements.

K-4 NYSED Policy

The K-4 music requirement means all students are to receive instruction in classroom general music related to the Learning Standards for the Arts. In order to meet the comprehensive set of knowledge, skills and understandings in music outlined by the Standards, students must receive classroom general music instruction. Participation in band, chorus and orchestra are considered skill development activities which are offered as electives for students demonstrating interest in instrumental and/or vocal music. Performing groups are an important part of a well-balanced music program on all levels, but cannot stand as the totality of a student's music education experience at the elementary level.

K-4 NYSED Guidelines

Grades One through Four

- To ensure a balanced curriculum, the State Education Department recommends the following time allocations for the Arts throughout the school year. In grades 1-3, 20% of the weekly time spent in school should be allocated to dance, music, theatre and visual arts; in grade 4, 10% of the weekly time spent in school should be allocated to dance, music, theatre and visual arts.
- It is recommended that elementary level instruction be provided by certified Arts (dance, music, theatre and visual arts) teachers. If the classroom teacher alone must provide the instruction, he or she should address the State Arts Standards and meet the suggested time allocation. The achievement expectations and time recommendations apply to certified Arts teachers, as well.

Central Islip Union Free School District – K-12 District Music Curriculum

5-6 NYSED Policy

The 5-6 music requirement means all students are to receive instruction in classroom general music related to the Learning Standards for the Arts. In order to meet the comprehensive set of knowledge, skills and understandings in music outlined by the Standards, students must receive classroom general music instruction. Participation in band, chorus and orchestra are considered skill development activities, which are offered as electives for students demonstrating interest in instrumental and/or vocal music. Performing groups are an important part of a well-balanced music program on all levels, but cannot stand as the totality of a student's music education experience at the intermediate level.

5-6 NYSED Guidelines

Grades Five and Six

- To ensure a balanced curriculum, the State Education Department recommends the following time allocations for the Arts throughout the school year. In grades 5 & 6, 10% of the weekly time spent in school should be allocated to dance, music, theatre and visual arts.
- It is recommended that intermediate level instruction be provided by certified Arts (dance, music, theatre and visual arts) teachers. If the classroom teacher alone must provide the instruction, he or she should address the State Arts Standards and meet the suggested time allocation. The achievement expectations and time recommendations apply to certified Arts teachers, as well.

7-8 NYSED Policy

- Only performing organizations that are a regular part of the school program may be used to meet the one-half unit of study requirement.
- The important expectations for student achievement specified in the Learning Standards for the Arts must be infused into the respective visual art, music (including band, chorus, and orchestra) dance and theatre programs.

7-8 NYSED Guidelines

- To continue the essential developmental program in visual arts and music, it is recommended that visual arts and music be taught to all students in both grades 7 and 8.
- Final examinations that address the expectations in all four Arts Standards should be given in both visual arts and music courses.
- Since there are requirements for arts instruction in grades 5-6 (See C.R. 100.4(b)(1)(v)) it is not appropriate to meet the Grade 7-8 required instruction in grade 6.

9-12 NYSED Policy

- Talented students may fulfill the high school diploma requirement by successfully completing one unit of credit in a Musical Knowledge course (See Music Education flow chart.)
- Other options to meet the one unit of credit graduation requirement include locally developed courses in dance, music, theatre or visual arts. Such courses must meet the one unit of credit requirement or equivalent and must address the student expectations specified under the general education commencement level performance indicators in the Learning Standards for the Arts. If credit is to be used toward a Regents diploma, locally developed courses must be submitted for approval to the Curriculum, Instruction and Instructional Technology Team, Room 320 EB, State Education Department, Albany, NY 12234, no later than April 1st prior to the date of implementation. An application form and information for course approval are available from the Department.
- Students must have access to both music and visual arts courses.
- Specific alternatives exist in the regulations; see Section 100.5(d).

9-12 NYSED Guidelines

- Students should receive dance, music, theatre and visual arts instruction from persons certified to teach the particular subject area.
- Dance, music, theatre and visual arts grades should be included in the computation of the student's average and class rank.

Three & Five Unit Sequences in Music Education

- FULL DETAILS ON PAGE 29
- Three-Unit Sequence in Music Education. To fulfill the requirements for a three-unit sequence in music for Regents Diploma credit, a student must successfully complete three units of credit with representation from both the areas of Musical Knowledge and Skill Development.
- Five-Unit Sequence in Music Education. To fulfill the requirements for a five-unit sequence in music for Regents Diploma credit, a student must successfully complete five units of credit with representation from the areas of Musical Knowledge and Skill Development. Each area must be represented by a minimum of two units of credit, with the remaining unit selected from either area.

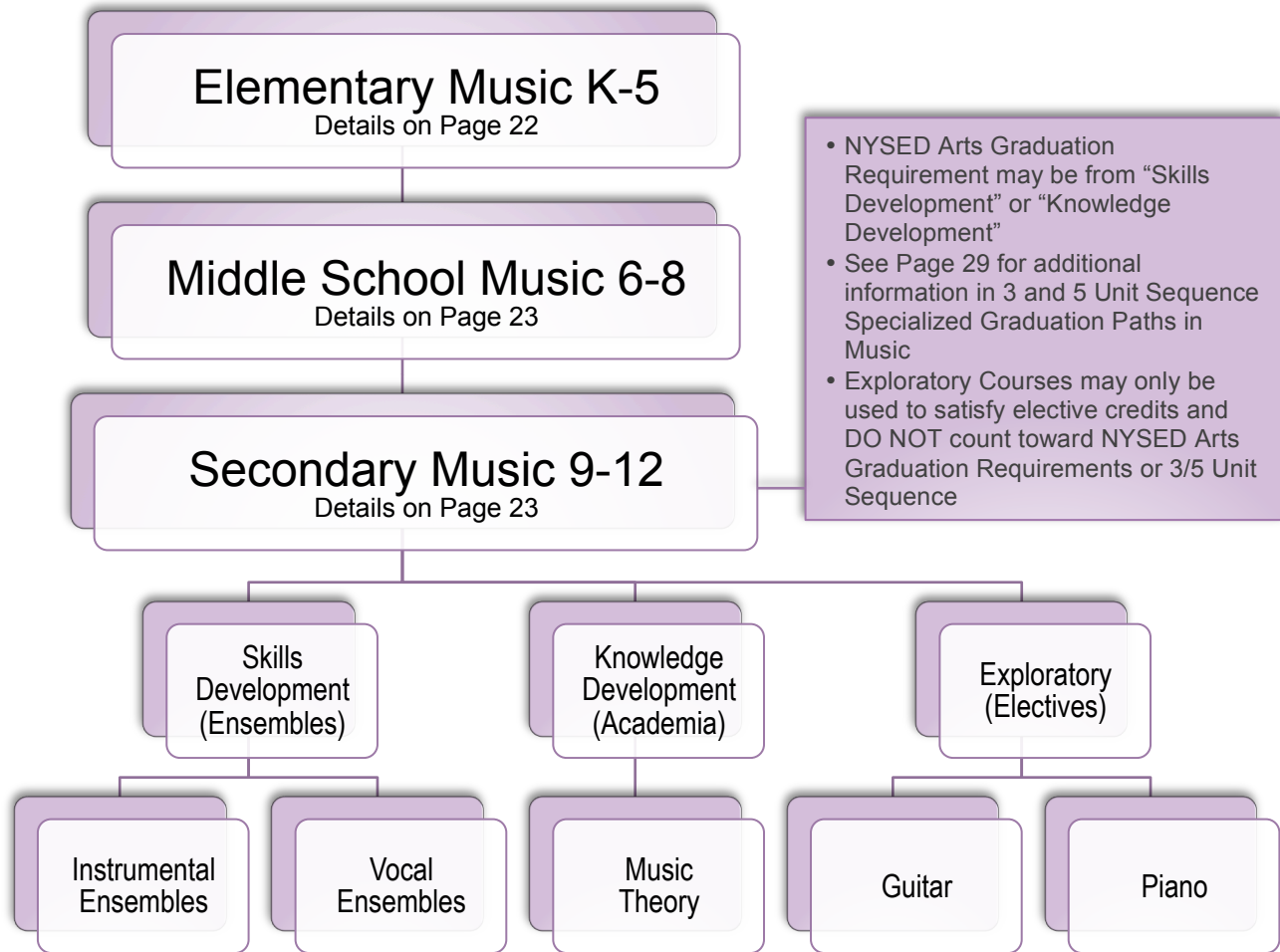
Grading, Credit, and Examinations in Music Education

The teacher has the prime responsibility for evaluating student progress. Continuous individual assessment is an integral part of any instructional program. Regents' credit implies that the highest academic standards are to be met. Grading should reflect those standards. It is recommended that music grades be incorporated in the student's overall high school scholastic average and they be used to determine class rank.

Student members of a major performing group should be evaluated on the basis of individual musical achievement and growth in relationship to the total ensemble experience. Concert performance is an important aspect in the culmination of course work.

Music sequences will be validated by final examinations in each specific course rather than by a comprehensive examination. Locally prepared final examinations based on State model examinations or test guidelines are required for each course in which Regents credit is offered, such as Theory, Comprehensive Foundations of Music, Music In Our Lives, or other approved courses. Examinations will not be sent to the Department for prior approval but are to be kept on file with completed test papers, for one year for possible review by Department personnel. Each year a sampling of schools may be requested to submit copies of all examination papers in music courses for which Regents credit is given.

NYSED K-12 Music Education Flow Chart



- NYSED Arts Graduation Requirement may be from “Skills Development” or “Knowledge Development”
- See Page 29 for additional information in 3 and 5 Unit Sequence Specialized Graduation Paths in Music
- Exploratory Courses may only be used to satisfy elective credits and DO NOT count toward NYSED Arts Graduation Requirements or 3/5 Unit Sequence

NYSED K-12 Public School Music Education Students Data

(Excludes BOCES Schools)

Tables Shows Total Number of Students in the Given School Year

Music Course Offering	1975-1976	1985-1986	1995-1996	2010-2011	2011-2012
K-6 General Music	872,953	759,153	916,288	874,351	837,231
7-8 General Music	165,666	115,003	90,073	67,737	64,387
Music Theory I, II, III and AP	6,050	5,734	7,308	10,534	9,973
Elementary Band	47,040	61,977	93,024	99,408	92,995
Middle School Band	59,130	57,773	73,753	81,125	80,234
High School Band	45,643	44,239	47,543	51,891	51,955
Elementary Chorus	51,106	76,119	119,881	108,039	102,474
Middle School Chorus	85,266	75,321	88,232	87,381	83,591
High School Chorus	39,818	37,561	45,049	49,394	47,481
Total Student Enrollment (Including All Music Courses not listed above)	3,406,015	2,584,270	2,756,467	2,689,969	2,604,881

Full Chart Depicting all K-12 Music Courses:

<http://www.p12.nysed.gov/ciai/arts/documents/DATAMUSICEDUCATION12.pdf>

Central Islip Union Free School District – K-12 District Music Curriculum

Central Islip K-12 Music Commissioner Part 100 Fulfillment

Pre K - K

All Students in the Full Day Kindergarten Program will receive 40 minutes of Music Education instruction through a General Music Class taught by a licensed and certified music educator. This shall be a dedicated 40-minute period each week for the sole purpose of music instruction (including dance).

Grades 1-6

All Students in grades 1-6 will receive 40 minutes of Music Education instruction through a General Music Class taught by a licensed and certified music educator. This shall be a dedicated 40-minute period each week for the sole purpose of music instruction (including dance). Regardless of whether a 5th/6th grader's home school is in a "Middle" school or an "Elementary" school, all students in grades 1-6 will receive 40 minutes (or 40 minute quarter/semester equivalent) of "General Music" each week.

Elementary Band and Chorus

A beginning instrumental and vocal ensemble program will be offered as an optional elective for elementary aged students. The beginning "Band" and "Chorus" shall be offered for the oldest grade of the Elementary School.

Elementary Band and Chorus Guidelines

- Students may take both beginning band and beginning chorus
- There are no musical skill pre-requisites for beginning band or chorus, however, the determination of a student's ability to participate in a large ensemble class, maturity, and coordination with teacher recommendation for/against participation all strongly considered.
- Students may be removed from the program based on behavior, maturity, academic intervention, and/or excessive absences. The music teacher, principal and/or music department administrator have the final say as to a student's removal from any ensemble program.
- Students who choose to participate in any ensemble agree to incur any/all expenses associated with said participation within reason (IE instrument rental fees, instrument maintenance fees, instrument supplies, sheet music, etc.). Students and families who need financial support will receive financial support.
- Students with poor rehearsal attendance or missed performances will be removed from the program.
- Beginning Band and Chorus shall meet for two (2) 40-minute sessions each week (80 minutes each week).
- Students in beginning band will also receive a weekly 40-minute small group instrumental lesson.
- Participation in Beginning Band and/or Chorus DOES NOT satisfy the "General Music" requirement for students in grades 1-6. Students in beginning chorus or beginning band still must take general music.
- Afterschool and Evening rehearsals. Any afterschool and/or evening rehearsals/events must be made optional and cannot effect a student's performance indicator and/or grade and/or future participation in the ensemble without the option for alternative assessment.
- Afterschool and Evening concerts/performances. Concerts and Performances are mandatory. Participation at concerts/performances can effect a student's performance indicator and/or grade and/or future participation in the ensemble. Students who cannot commit to the performance requirements should not participate in the ensemble or the program.

Central Islip Union Free School District – K-12 District Music Curriculum

K-6 Music Scheduling Guidelines

- All students will receive a 40-Minute General Music Class each week. Principals will schedule each class in their building for one (1) 40-minute weekly period (or quarter/semester equivalent).
- Beginning Chorus and Band (5th Grade) will be scheduled during the school day. Beginning Chorus and Band may be scheduled in the “Zero” period provided there is full bus transportation available for the participating students.

Grades 7-8

All Students in grades 7-8 will receive one-half credit of music education by the end of 8th grade. General Music, Band and Chorus are the only acceptable courses that meet this requirement. Additional future courses such as Piano, Guitar, Electric Music, etc. may be used for the purposes of additional education and/or elective credit.

Students in Grade 7-8 who are in Intermediate Band and/or Intermediate Chorus DO NOT take General Music and should not be scheduled for any General Music classes. Students who complete at least one full year of Intermediate Band and/or Intermediate Chorus fulfill their middle school music credit in full.

Intermediate Band and Chorus

An intermediate instrumental and vocal ensemble program will be offered as both an opportunity to fulfill their required ½ unit of music and as an optional elective for our intermediate grades. The Intermediate “Band” and Intermediate “Chorus” shall be offered for both 7th and 8th graders. The decision to group or separate the ensembles will be determined by the overall participation rate, instrument availability, staff availability and/or Music Department Administrator recommendation. Currently (2013) the Intermediate Band is a combined 7th and 8th Grade Band.

Intermediate Band and Chorus Guidelines

- Students may take both intermediate band and intermediate chorus
- Students who wish to participate in both intermediate band and intermediate chorus may sacrifice their lunch period to accommodate a full schedule of classes.
- Prerequisite for intermediate band or chorus is participation in beginning band and/or beginning chorus. Teacher recommendation for or against participation all strongly considered.
- Students may be removed from the program based on behavior, maturity, academic intervention, and/or excessive absences. The music teacher, principal and/or music department administrator have the final say as to a student’s removal from any ensemble program.
- Students who choose to participate in any ensemble agree to incur any/all expenses associated with said participation within reason (IE instrument rental fees, instrument maintenance fees, instrument supplies, sheet music, etc.). Students and families who need financial support will receive financial support.
- Students with poor rehearsal attendance or missed performances will be removed from the program.
- Students in beginning band will also receive a weekly 40-minute small group instrumental lesson.
- Afterschool and Evening rehearsals. Any afterschool and/or evening rehearsals/events must be made optional and cannot affect a student’s performance indicator and/or grade and/or future participation in the ensemble without the option of an alternative assessment.
- Afterschool and Evening concerts/performances. Concerts and Performances are mandatory. Participation at concerts/performances can affect a student’s performance indicator and/or grade and/or future participation in the ensemble. Students who cannot commit to the performance requirements should not participate in the ensemble or the program.

7-8 Music Scheduling Guidelines

Students in Intermediate Band and/or Intermediate Chorus should never be scheduled for General Music. Building Master Schedules should allow for students to participate in both ensembles with the understanding that student will sacrifice their lunch period (with accompanying parental approval).

Intermediate Chorus and Band will be scheduled during the school day on an A/B schedule rotation.

Grades 9-12

Part 100 of the Regulations of the Commissioner of Education

- i. A student may obtain the unit of credit in art and/or music required pursuant to subparagraph (a)(2)(v) of this section or the unit of credit in visual arts and/or music, dance or theatre required pursuant to subparagraph (a)(3)(v) of this section in the following manner:
 - a. by participating in a school's major performing groups, such as band, chorus, orchestra, dance group or theatre group; or
 - b. by participating, only in exceptional situations, in an advanced out-of-school art or music activity. Credit for such participation shall be upon recommendation by the student's visual arts, music, dance or theatre teacher, shall be approved by the visual arts, music, dance or theatre department chairperson, if there is one, and by the school principal, and shall be consistent with the goals and objectives of the school's visual arts, music, dance, and/or theatre program.
- ii. A student may receive a unit of credit for participation in such activities if such participation is equivalent to a unit of study, or a student may receive one-half unit of credit for such activity equivalent to one-half unit of study.

All Students - one unit of credit, which may be a specialized course that meets the arts standards at the commencement level as established by the commissioner. Any arts course for which credit will be awarded to meet the one unit of credit requirement for graduation must be taught by a certified teacher and must follow a State-developed or State-adopted syllabus or a locally developed or locally-adopted syllabus approved by the commissioner.

Music Courses acceptable to meet one (1) unit of credit by means of a music course are:

- Any entry or elite level vocal and/or instrumental ensemble.
- Music Theory I, II, III, AP

Note: Jazz Band (Club), Exploratory Courses, Guitar courses and/or Piano courses are electives and cannot be used to satisfy the required graduation requirement as a music credit or toward the 3 or 5 Unit Music Sequence.

Foreign Language (LOTE) Exemption (Grades 9-12)

NYSED Graduation Requirements state that two additional units in a language other than English for a total of three units and the Regents comprehensive assessment in that language. Students completing a five-unit sequence in career and technical education or the arts (visual arts, music, dance, and theatre) are not required to complete the additional two units of the language other than English requirement for the Regents diploma with advanced designation but must still meet the requirements for the total number of units of credit.

Central Islip High School students who successfully complete a 5-Unit Music Education Sequence (see next page) are exempt from the additional LOTE requirements as well as the LOTE Regents/Comprehensive Exam. Please see Part 100.5 of the Regulations of the Commissioner of Education for additional information.

Central Islip Union Free School District – K-12 District Music Curriculum

Three-Unit Music Sequence

To fulfill the requirements for a three-unit sequence in music for Regents Diploma credit, a student must successfully complete three units of credit with representation from both the areas of Musical Knowledge and Skill Development. Students completing the 3-Unit Music Sequence are NOT exempt from LOTE (Foreign Language) Requirements. Students who wish to satisfy additional LOTE requirements through music education credits must complete the 5-Unit Sequence.

Students must successfully complete 3 Credits of Music Education (2 Options for Central Islip Students):

1 Credit of Music Theory
+
2 Credits of Ensemble
Participation

2 Credits of Music Theory
+
1 Credit of Ensemble
Participation

Five-Unit Music Sequence

To fulfill the requirements for a five-unit sequence in music for Regents Diploma credit, a student must successfully complete five units of credit with representation from the areas of Musical Knowledge and Skill Development. Each area must be represented by a minimum of two units of credit, with the remaining unit selected from either area. Students will only be required to take 1 Credit of LOTE in their HS tenure provided they complete the 5-Unit Music Sequence. Section 100.5 of NYCRR.

Students must successfully complete 5 Credits of Music Education (2 Options for Central Islip Students):

NOTE: *Students may only apply a MAXIMUM of 3 Ensemble Credits toward the 5-Unit Sequence. Students in multiple ensembles totaling more than 3 Credits still must take 2 “Music Knowledge” credits to complete the sequence.*

3 Credits of Music
Theory
+
2 Credits of Ensemble
Participation

2 Credits of Music
Theory
+
3 Credits of Ensemble
Participation

Grading, Credit, and Examinations in Music Education

The teacher has the prime responsibility for evaluating student progress. Continuous individual assessment is an integral part of any instructional program. Regents' credit implies that the highest academic standards are to be met. Grading should reflect those standards. Music grades are incorporated in the student's overall high school scholastic average and used to determine class rank. Student members of a major performing group should be evaluated on the basis of individual musical achievement and growth in relationship to the total ensemble experience. Concert performance is an important aspect in the culmination of course work.

Music sequences will be validated by final examinations in each specific course rather than by a comprehensive examination. Locally prepared final examinations based on State model examinations or test guidelines are required for each course in which Regents credit is offered. Examinations will not be sent to the Department for prior approval but are to be kept on file with completed test papers, for one year for possible review by Department personnel. Each year a sampling of schools may be requested to submit copies of all examination papers in music courses for which Regents credit is given.

Assessments

K-6 – Students will be assessed on overall growth in each of the benchmarked categories (*see benchmarks). Students in grades 2-6 will also take a written departmental exam pretest (September) and identical posttest final (June) as to provide data to the Music Department Administrator showing student growth over time. Additional assessments and will be depicted through the individual teachers objectives and assessment models. All performance-based assessments will follow the NYSSMA Solo and Small Ensemble Rubric at the appropriate level.

7-12 – Students will be assessed on overall growth in each of the benchmarked categories (*see benchmarks). Students in grades 7-12 will also take a written course final exam. Additional assessments and will be depicted through the individual teachers objectives and assessment models. All performance-based assessments will follow the NYSSMA Solo and Small Ensemble Rubric at the appropriate level.

Performance based assessment and evaluation forms are located in the last section of this document. Sample written assessments are kept on file in the office of the Director of Music Education available upon request.

BENCHMARKS FOR MUSIC EDUCATION

K-5 General Music

KEY: P=Prepare | I=Introduce | D=Develop | R=Reinforce | M=Mastery | F=Fluency

Prepare – Experience a new concept physically and aurally without labeling or focus

Introduce – Develop awareness of (cognizant) concepts, ideas, etc., at a developmentally appropriate level without assessment

Develop – Provide direct instruction with some assessment in certain forms for developmentally appropriate mastery

Reinforce – Provide a consistent, expected level of performance without direct instruction, intuitive practice

Mastery – Measure of achievement of expected standards as listed throughout this curriculum and both NYSED and NAFME Standards for the Arts in Education

Fluency – Routinely Applying Mastered Skills/Pedagogical Concepts in practice (performance, aurally skills, listening skills, composition, discussion, vocabulary, etc.)

Pedagogical Concept Instructional Focus Skill Development	K	1 st	2 nd	3 rd	4 th	5 th
Rhythmic – Steady Beat	I	D	M	F	F	F
Rhythmic – Fast/Slow Tempo	I	D	D	M	F	F
Rhythmic – Tempo Vocabulary	-	-	P	I	D	M
Rhythmic – Duration Short/Long	I	D	M	F	F	F
Rhythmic – Beat/Rhythmic	-	P	I	D	R	M
Rhythmic – Tie	-	-	P	I	D	R
Rhythmic – Quarter Notes and Quarter Rests	P	I	D	D	R	R
Rhythmic – Eight Notes, Beams, Flags, Single, Pairs	-	P	I	D	D	R
Rhythmic – Half Notes and Half Rests	-	-	P	I	D	R
Rhythmic – Dot, Dotted Half Notes and Rests	-	-	P	I	D	R
Rhythmic – Whole Notes and Whole Rests	-	-	-	P	I	D
Rhythmic – Sixteenth Notes and Sixteenth Rests	-	-	-	-	P	I
Rhythmic – Syncopation	-	-	-	P	I	D
Rhythmic – Time Signature 4/4	P	I	D	D	R	M
Rhythmic – Time Signature 2/4	P	I	D	D	R	M
Rhythmic – Time Signature 3/4	-	-	P	I	D	D
Rhythmic – Time Signature 6/8	-	-	P	I	D	D
Rhythmic – Time Signature 2/2	-	-	-	-	P	I
Rhythmic – Time Signature Conducting Patterns	-	-	-	-	P	I
Rhythmic – Triplets	-	-	-	-	P	I
Rhythmic – Macro vs Micro Beat in Duple & Triple Meter	-	-	-	-	-	P
Melodic – Singing vs. Speaking	I	D	M	F	F	F
Melodic – Matching Pitch/Singing Tunefully	P	I	D	D	M	F
Melodic – Discerning High/Low	P	I	D	M	F	F
Melodic – Kodaly Mi, Sol, La (with hand signs)	-	P	I	D	R	M
Melodic – Pentatonic Scale (D,R,M,S,L,D with hand signs)	-	-	P	I	D	R
Melodic – Diatonic Scale (D,R,M,S,L,T,D with hand signs)	-	-	-	P	I	D
Melodic – Major/Minor Aural Identification	-	-	-	-	P	I
Melodic – Major Scale (Notated)	-	-	-	-	P	I
Melodic – Minor Scale (Notated)	-	-	-	-	-	P
Melodic – Chromatic Scale	-	-	-	-	-	P
Melodic – Musical Alphabet	-	P	I	D	R	M
Melodic – Pitch Names (Treble Staff) and Lines/Spaces	-	P	I	D	D	R
Melodic – The G Clef/Treble Clef	-	P	I	D	R	M
Dynamics/Tempo – Aural Recognition	P	I	D	R	R	M
Dynamics/Tempo – Discerning Loud/Soft	I	D	M	F	F	F
Dynamics/Tempo – p/f and faster/slower	P	I	D	R	M	F
Dynamics/Tempo – mf, cresc, decresc, accel, rit	-	P	I	D	R	M
Dynamics/Tempo – pp/ff and fermata	-	-	P	I	D	R

Central Islip Union Free School District – K-12 District Music Curriculum

K-5 General Music Continued

KEY: P=Prepare | I=Introduce | D=Develop | R=Reinforce | M=Mastery | F=Fluency

Pedagogical Concept Instructional Focus Skill Development	K	1 st	2 nd	3 rd	4 th	5 th
Dynamics/Tempo – mp/mf/ppp/fff	-	-	-	P	I	D
Dynamics/Tempo – andante/mercato/moderato/allegro/presto	-	-	-	P	I	D
Dynamics/Tempo – Tempo Markings in Notation	-	-	-	P	I	D
Dynamics/Tempo – Vocabulary	-	P	I	D	D	D
Dynamics/Tempo – Symbols and Abbreviations in Notation	-	-	-	P	I	D
Dynamics/Tempo – Phrasing and Breathing	P	I	D	D	R	M
Dynamics/Tempo – Affect and Emotions	P	I	D	D	D	R
Basic Music Theory – Key Signatures	-	-	-	-	-	-
Basic Music Theory – Circle of Fourths and Fifths	-	-	-	-	-	-
Basic Music Theory – Measures/Bar Line/Double Bar/Repeats	-	P	I	D	D	R
Basic Music Theory – Absolute Pitch Names	-	-	-	P	I	D
Basic Music Theory – Dynamics (Symbols in Notation)	-	-	-	-	P	I
Basic Music Theory – Articulation (Symbols in Notation)	-	-	-	-	P	I
Audience Etiquette and Decorum	-	-	P	I	D	R
Performer Etiquette and Decorum	-	-	P	I	D	R
Instrument Family – Classroom Instruments	I	D	R	M	F	F
Instrument Family – Recorders	-	-	-	P	I/D	-
Instrument Family – Vocal Parts	-	-	P	I	D	D
Instrument Family – Aural Identification of Families	-	-	P	I	D	M
Instrument Family – Tone/Instrument Colors	-	P	I	D	D	R
Instrument Family – String Family	P	I	D	R	M	F
Instrument Family – Brass Family	-	P	I	D	R	M
Instrument Family – Woodwind Family	-	-	P	I	D	R
Instrument Family – Percussion Family	-	P	I	D	D	R
Instrument Family – Classical Ensembles	-	-	-	P	I	D
Instrument Family – Current Ensembles	-	-	-	-	P	I
Composers (1 Per Year - See Curriculum)	I	I	I	I	I	I
Form/Analysis/Style – AB	I	D	R	M	F	F
Form/Analysis/Style – ABA and Verse/Refrain	P	I	D	R	M	F
Form/Analysis/Style – Rondo, Coda, Concerto	-	P	I	D	R	M
Form/Analysis/Style – AABA, ABC, Introductions	-	-	P	I	D	R
Form/Analysis/Style – DS/DC al Fine, ABACA-Rondo, Theme/Var	-	-	-	P	I	D
Form/Analysis/Style – The Grand Staff	-	-	-	-	P	I
Form/Analysis/Style – Partner Songs, Composed Song	-	-	-	-	P	I
Science of Sound	-	-	-	-	P	I
Performance – Singing Together/Solo	I	D	R	M	F	F
Performance – Echo, Tutti, Unison	-	P	I	D	D	R
Performance – Acapella/Accompanied	-	P	I	D	D	M
Performance – Ostinato and Bordun	P	I	D	R	M	F
Performance – Broken Bordun	-	P	I	D	R	M
Performance – Canons and Rounds	-	-	P	I	D	R
Performance – Harmony 2-Part	-	-	-	P	I	D
Performance – Harmony 3-Part	-	-	-	-	P	I
Performance – Sight reading and Aural Skills	-	P	I	D	D	D
Performance – Dynamics and Expression	-	-	P	I	D	D

Central Islip Union Free School District – K-12 District Music Curriculum

6-8 General Music

KEY: P=Prepare | I=Introduce | D=Develop | R=Reinforce | M=Mastery | F=Fluency

Prepare – Experience a new concept physically and aurally without labeling or focus

Introduce – Develop awareness of (cognizant) concepts, ideas, etc., at a developmentally appropriate level without assessment

Develop – Provide direct instruction with some assessment in certain forms for developmentally appropriate mastery

Reinforce – Provide a consistent, expected level of performance without direct instruction, intuitive practice

Mastery – Measure of achievement of expected standards as listed throughout this curriculum and both NYSED and NAFME Standards for the Arts in Education

Fluency – Routinely Applying Mastered Skills/Pedagogical Concepts in practice (performance, aurally skills, listening skills, composition, discussion, vocabulary, etc.)

Pedagogical Concept Instructional Focus Skill Development	6 th	7 th /8 th
Rhythmic – Steady Beat	F	F
Rhythmic – Fast/Slow Tempo	F	F
Rhythmic – Tempo Vocabulary	F	F
Rhythmic – Duration Short/Long	F	F
Rhythmic – Beat/Rhythmic	F	F
Rhythmic – Tie	M	F
Rhythmic – Quarter Notes and Quarter Rests	M	F
Rhythmic – Eight Notes, Beams, Flags, Single, Pairs	M	F
Rhythmic – Half Notes and Half Rests	M	F
Rhythmic – The Dot, Dotted Half Notes and Dotted Half Rests	M	F
Rhythmic – Whole Notes and Whole Rests	R	M
Rhythmic – Sixteenth Notes and Sixteenth Rests	D	M
Rhythmic – Syncopation	R	M
Rhythmic – Time Signature 4/4	F	F
Rhythmic – Time Signature 2/4	F	F
Rhythmic – Time Signature 3/4	R	M
Rhythmic – Time Signature 6/8	R	M
Rhythmic – Time Signature 2/2	D	R
Rhythmic – Time Signature Conducting Patterns	D	R
Rhythmic – Triplets	D	R
Rhythmic – Macro vs Micro Beat in Duple & Triple Meter	I	D
Melodic – Singing vs. Speaking	F	F
Melodic – Matching Pitch/Singing Tunefully	F	F
Melodic – Discerning High/Low	F	F
Melodic – Kodaly Mi, Sol, La (with hand signs)	F	F
Melodic – Pentatonic Scale (D,R,M,S,L,D with hand signs)	M	F
Melodic – Diatonic Scale (D,R,M,S,L,T,D with hand signs)	R	M
Melodic – Major/Minor Aural Identification	D	R
Melodic – Major Scale (Notated)	D	R
Melodic – Minor Scale (Notated)	I	D
Melodic – Chromatic Scale	I	D
Melodic – Musical Alphabet	F	F
Melodic – Pitch Names (Treble Staff) and Lines/Spaces	M	F
Melodic – The G Clef/Treble Clef	F	F
Dynamics/Tempo – Aural Recognition	F	F
Dynamics/Tempo – Discerning Loud/Soft	F	F
Dynamics/Tempo – p/f and faster/slower	F	F
Dynamics/Tempo – mf, cresc, decresc, accel, rit	F	F
Dynamics/Tempo – pp/ff and fermata	M	F
Dynamics/Tempo – mp/mf/ppp/fff	R	M
Dynamics/Tempo – andante/marcato/moderato/allegro/presto	R	M
Dynamics/Tempo – Tempo Markings in Notation	R	M

Central Islip Union Free School District – K-12 District Music Curriculum

6-8 General Music Continued

KEY: P=Prepare I=Introduce D=Develop R=Reinforce M=Mastery F=Fluency

Pedagogical Concept Instructional Focus Skill Development	6 th	7 th /8 th
Dynamics/Tempo – Vocabulary	R	M
Dynamics/Tempo – Symbols and Abbreviations in Notation	R	M
Dynamics/Tempo – Phrasing and Breathing	F	F
Dynamics/Tempo – Affect and Emotions	M	F
Basic Music Theory – Key Signatures	I	D
Basic Music Theory – Circle of Fourths and Fifths	I	D
Basic Music Theory – Measures/Bar Line/Double Bar/Repeats	M	F
Basic Music Theory – Absolute Pitch Names	R	M
Basic Music Theory – Dynamics (Symbols in Notation)	D	R
Basic Music Theory – Articulation (Symbols in Notation)	D	R
Audience Etiquette and Decorum	M	F
Performer Etiquette and Decorum	M	F
Instrument Family – Classroom Instruments	F	F
Instrument Family – Vocal Parts	R	M
Instrument Family – Aural Identification of Families	F	F
Instrument Family – Tone/Instrument Colors	M	F
Instrument Family – String Family	F	F
Instrument Family – Brass Family	F	F
Instrument Family – Woodwind Family	M	F
Instrument Family – Percussion Family	M	F
Instrument Family – Classical Ensembles	R	M
Instrument Family – Current Ensembles	D	M
Composers (1 Per Year - See Curriculum)	I	I
Form/Analysis/Style – AB	F	F
Form/Analysis/Style – ABA and Verse/Refrain	F	F
Form/Analysis/Style – Rondo, Coda, Concerto	F	F
Form/Analysis/Style – AABA, ABC, Introductions	M	F
Form/Analysis/Style – DS/DC al Fine, ABACA-Rondo, Theme/Var	R	M
Form/Analysis/Style – The Grand Staff	D	M
Form/Analysis/Style – Partner Songs, Composed Song	D	R
Science of Sound	D	R
Performance – Singing Together/Solo	F	F
Performance – Echo, Tuti, Unison	M	F
Performance – Acapella/Accompanied	F	F
Performance – Ostinato and Bordun	F	F
Performance – Broken Bordun	F	F
Performance – Canons and Rounds	M	F
Performance – Harmony 2-Part	R	M
Performance – Harmony 3-Part	D	M
Performance – Sight reading and Aural Skills	R	M
Performance – Dynamics and Expression	R	M

Central Islip Union Free School District – K-12 District Music Curriculum

Instrumental Music 5-12

KEY: P=Prepare | I=Introduce | D=Develop | R=Reinforce | M=Mastery | F=Fluency

Introduce – Develop awareness of (cognizant) concepts, ideas, etc., at a developmentally appropriate level without assessment

Develop – Provide direct instruction with some assessment in certain forms for developmentally appropriate mastery

Reinforce – Provide a consistent, expected level of performance without direct instruction, intuitive practice

Mastery – Measure of achievement of expected standards as listed throughout this curriculum and both NYSED and NAFME Standards for the Arts in Education

Fluency – Routinely Applying Mastered Skills/Pedagogical Concepts in practice (performance, aurally skills, listening skills, composition, discussion, vocabulary, etc.)

Pedagogical Concept Instructional Focus Skill Development	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Basic Notation: Whole, Half, Quarter, Dotted Half Notes/Rests	I	D	D	R	M	F	F	F
Basic Notation: Barred Eighth Notes	I	D	D	R	M	F	F	F
Basic Notation: Tied Notes	I	D	D	R	M	F	F	F
Basic Notation: Multi Measure Rests	I	D	D	R	M	F	F	F
Basic Notation: Simple Meters 2/4, 3/4, 4/4	I	D	D	R	M	F	F	F
Basic Notation: Counting Beats using Numbers	I	D	D	R	M	F	F	F
Basic Notation: Steady Beat	I	D	D	R	M	F	F	F
Basic Notation: Subdivision	I	D	D	R	M	F	F	F
Intermediate Notation: Dotted Quarter Notes/Rests	-	I	D	D	R	M	F	F
Intermediate Notation: Single Eighth Notes/Rests	-	I	D	D	R	M	F	F
Intermediate Notation: Basic Syncopation	-	I	D	D	R	M	F	F
Intermediate Notation: Cut Time	-	I	D	D	R	M	F	F
Intermediate Notation: Meter Changes	-	I	D	D	R	M	F	F
Intermediate Notation: Sixteenth Notes/Rests	-	I	D	D	R	M	F	F
Intermediate Notation: Key Changes	-	-	I	D	D	R	M	F
Advanced Notation: Triplets	-	-	I	D	D	R	M	F
Advanced Notation: Compound Meters	-	-	I	D	D	R	M	F
Advanced Notation: Dotted Sixteenth	-	-	-	-	I	D	R	M
Advanced Notation: Multi-Meter	-	-	-	-	I	D	R	M
Advanced Notation: Advanced Syncopation	-	-	-	-	I	D	R	M
Advanced Notation: Odd Number Note Groups	-	-	-	-	I	D	R	M
Advanced Notation: Extreme Dynamics/Tempi	-	-	-	-	I	D	R	M
Tone: Quality Instrument Specific Sound Production	-	I	D	D	D	R	M	F
Tone: Tone Colors and Depth in Sound	-	-	-	I	D	D	R	M
Articulation: Tonguing and Slurring	I	D	D	R	M	F	F	F
Articulation: Staccato and Legato	-	I	D	D	R	M	F	F
Articulation: Accent, Marcato, Tenuto	-	-	I	D	D	R	M	F
Articulation: Double Tonguing	-	-	-	-	I	D	R	M
Intonation: Partial/Overtone/Matching Pitches	I	D	D	R	M	F	F	F
Intonation: Maintain Steady Pitch Throughout Phrases	I	D	D	R	M	F	F	F
Intonation: Comprehension of Tuning – Assisted Tuning	I	D	R	M	-	-	-	-
Intonation: Tuning – Self Tuning to Tuner or Section Leader	-	-	-	-	I	D	R	M
Intonation: Specific Instrument Pitch Tendencies	-	-	I	D	D	R	M	F
Intonation: Perform “In Tune” in an Ensemble Setting	I	D	D	R	M	F	F	F
Intonation: Perform “In Tune” in a Solo/Small Group Setting	-	-	I	D	R	R	M	F

Central Islip Union Free School District – K-12 District Music Curriculum

Instrumental Music 5-12 Continued

KEY: P=Prepare I=Introduce D=Develop R=Reinforce M=Mastery F=Fluency

Pedagogical Concept Instructional Focus Skill Development	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Infused Theory: Tempo, Dynamics, Repeats	I	D	D	R	M	F	F	F
Infused Theory: Style/Phrase Marking	I	D	D	R	M	F	F	F
Infused Theory: Fermata, DS, DC, Coda	-	I	D	D	R	M	F	F
Infused Theory: Caesura	-	-	I	D	D	R	M	F
Infused Theory: Solo vs. Soli	-	-	-	-	I	D	R	M
Infused Theory: Tutti	-	-	-	-	I	D	R	M
Infused Theory: Key Signatures	-	I	D	D	R	R	M	F
Infused Theory: Accidentals	I	D	D	R	R	M	F	F
Infused Theory: Enharmonics	-	I	D	D	R	R	M	F
Infused Theory: Form/Structure	-	I	D	D	R	R	M	F
Infused Theory: Chromatics	-	-	I	D	D	R	M	F
Infused Theory: Intervals	-	-	-	-	I	D	D	M
Infused Theory: Melodic Notation	I	D	D	D	R	R	M	F
Infused Theory: Sight Reading	I	D	D	D	R	R	M	F
Repertoire Exposure: Folk	I	D	D	D	R	M	F	F
Repertoire Exposure: Holiday	I	D	D	D	R	M	F	F
Repertoire Exposure: Concert Band Literature	I	D	D	D	R	M	F	F
Repertoire Exposure: Patriotic and Marches	-	-	I	D	D	R	R	M
Repertoire Exposure: Fanfare	-	-	-	-	I	D	R	M
Repertoire Exposure: Overture	-	-	-	-	I	D	R	M
Repertoire Exposure: Jazz (as appropriate by enrollment)	-	-	I	D	D	D	R	M
Technique (Embouchure, Hand Position, Rudiments, Scales)	I	D	D	D	D	D	M	F
Advanced Technique (Vibrato, Articulation, Posture, Timbre)	-	-	I	D	D	D	M	F
Maintenance: Instrument Assembly and Basic Care	I	D	D	R	M	F	F	F
Maintenance: Lubrication, Corks, Cleaning, Storage	-	-	I	D	D	D	M	F
Maintenance: Basic Triage	-	-	-	-	I	D	D	M
Performer/Audience Etiquette	I	D	D	R	M	F	F	F
Resources: Tuner	I	D	D	D	M	F	F	F
Resources: Metronome	I	D	D	D	M	F	F	F
Resources: Finale/Notation Software	-	-	-	-	I	D	D	M
Resources: Smart Music	-	I	D	D	D	D	R	M
Resources: On-Line Resources	-	I	D	D	D	D	R	M
Marching Band Techniques	-	-	-	I	D	D	D	M

Central Islip Union Free School District – K-12 District Music Curriculum

Vocal Music 5-12

KEY: **P=Prepare** | **I=Introduce** | **D=Develop** | **R=Reinforce** | **M=Mastery** | **F=Fluency**

Introduce – Develop awareness of (cognizant) concepts, ideas, etc., at a developmentally appropriate level without assessment

Develop – Provide direct instruction with some assessment in certain forms for developmentally appropriate mastery

Reinforce – Provide a consistent, expected level of performance without direct instruction, intuitive practice

Mastery – Measure of achievement of expected standards as listed throughout this curriculum and both NYSED and NAFME Standards for the Arts in Education

Fluency – Routinely Applying Mastered Skills/Pedagogical Concepts in practice (performance, aurally skills, listening skills, composition, discussion, vocabulary, etc.)

Pedagogical Concept Instructional Focus Skill Development	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Basic Notation: Whole, Half, Quarter, Dotted Half Notes/Rests	I	D	D	R	M	F	F	F
Basic Notation: Barred Eighth Notes	I	D	D	R	M	F	F	F
Basic Notation: Tied Notes	I	D	D	R	M	F	F	F
Basic Notation: Multi Measure Rests	I	D	D	R	M	F	F	F
Basic Notation: Simple Meters 2/4, 3/4, 4/4	I	D	D	R	M	F	F	F
Basic Notation: Counting Beats using Numbers	I	D	D	R	M	F	F	F
Basic Notation: Steady Beat	I	D	D	R	M	F	F	F
Basic Notation: Subdivision	I	D	D	R	M	F	F	F
Intermediate Notation: Dotted Quarter Notes/Rests	-	I	D	D	R	M	F	F
Intermediate Notation: Single Eighth Notes/Rests	-	I	D	D	R	M	F	F
Intermediate Notation: Basic Syncopation	-	I	D	D	R	M	F	F
Intermediate Notation: Cut Time	-	I	D	D	R	M	F	F
Intermediate Notation: Meter Changes	-	I	D	D	R	M	F	F
Intermediate Notation: Sixteenth Notes/Rests	-	I	D	D	R	M	F	F
Intermediate Notation: Key Changes	-	-	I	D	D	R	M	F
Advanced Notation: Triplets	-	-	I	D	D	R	M	F
Advanced Notation: Compound Meters	-	-	I	D	D	R	M	F
Advanced Notation: Dotted Sixteenth	-	-	-	-	I	D	R	M
Advanced Notation: Multi-Meter	-	-	-	-	I	D	R	M
Advanced Notation: Advanced Syncopation	-	-	-	-	I	D	R	M
Advanced Notation: Odd Number Note Groups	-	-	-	-	I	D	R	M
Advanced Notation: Extreme Dynamics/Tempi	-	-	-	-	I	D	R	M
Tone: Vocal Timbre/Pitch Awareness	-	I	D	D	D	R	M	F
Tone: Range Extension/Resonance/Tone Quality	-	-	-	I	D	D	R	M
Articulation: Diction	I	D	D	R	M	F	F	F
Articulation: Vowels	-	I	D	D	R	M	F	F
Articulation: Staccato and Legato	-	I	D	D	R	M	F	F
Articulation: Accent, Marcato, Tenuto	-	-	I	D	D	R	M	F
Articulation: Blending/Phrasing	-	-	-	-	I	D	R	M
Intonation: Matching Pitches	I	D	D	R	M	F	F	F
Intonation: Maintain Steady Pitch Throughout Phrases	I	D	D	R	M	F	F	F
Intonation: Balance and Blending	I	D	R	M	-	-	-	-
Intonation: Register Consistency	-	-	-	-	I	D	R	M
Intonation: Head Voice vs. Chest Voice	-	-	I	D	D	R	M	F
Intonation: Posture and Support/Breathing	-	-	I	D	D	R	M	F
Intonation: Perform/Blend “In Tune” in an Ensemble Setting	I	D	D	R	M	F	F	F
Intonation: Perform “In Tune” in a Solo/Small Group Setting	-	-	I	D	R	R	M	F



























Central Islip Union Free School District – K-12 District Music Curriculum

Vocal Music 5-12 Continued

KEY: P=Prepare I=Introduce D=Develop R=Reinforce M=Mastery F=Fluency

Pedagogical Concept Instructional Focus Skill Development	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Infused Theory: Tempo, Dynamics, Repeats	I	D	D	R	M	F	F	F
Infused Theory: Style/Phrase Marking	I	D	D	R	M	F	F	F
Infused Theory: Fermata, DS, DC, Coda	-	I	D	D	R	M	F	F
Infused Theory: Caesura	-	-	I	D	D	R	M	F
Infused Theory: Solo vs. Soli	-	-	-	-	I	D	R	M
Infused Theory: Tutti	-	-	-	-	I	D	R	M
Infused Theory: Key Signatures	-	I	D	D	R	R	M	F
Infused Theory: Accidentals	I	D	D	R	R	M	F	F
Infused Theory: Kodaly Syllables	-	I	D	D	R	R	M	F
Infused Theory: Form/Structure	-	I	D	D	R	R	M	F
Infused Theory: Chromatics	-	-	I	D	D	R	M	F
Infused Theory: Intervals	-	-	-	-	I	D	D	M
Infused Theory: Melodic Notation	I	D	D	D	R	R	M	F
Infused Theory: Sight Reading	I	D	D	D	R	R	M	F
Repertoire Exposure: Folk	I	D	D	D	R	M	F	F
Repertoire Exposure: Holiday	I	D	D	D	R	M	F	F
Repertoire Exposure: Mixed Chorus Literature	I	D	D	D	R	M	F	F
Repertoire Exposure: Musical Theater	-	-	I	D	D	R	R	M
Repertoire Exposure: Show/Dance Choir	-	-	I	D	D	R	R	M
Repertoire Exposure: Spirituals	-	-	I	D	D	R	R	M
Repertoire Exposure: Masses/Concertos	-	-	-	-	I	D	R	M
Repertoire Exposure: Masterworks	-	-	-	-	I	D	R	M
Repertoire Exposure: Vocal Jazz	-	-	I	D	D	D	R	M
Technique (Posture, Breath Support, Vowels, Phrasing)	I	D	D	D	D	D	M	F
Advanced Technique (Vibrato, Articulation, Belting, Timbre)	-	-	I	D	D	D	M	F
Ear Training: Pitch Matching/Pitch Identification	I	D	D	R	M	F	F	F
Ear Training: Intervals (Steps), Solfeggio Hand Signs	-	-	I	D	D	D	M	F
Ear Training: Intervals (Skips), Major and Minor	-	-	-	-	I	D	D	M
Performer/Audience Etiquette	I	D	D	R	M	F	F	F
Resources: Pitch Pipe	I	D	D	D	M	F	F	F
Resources: Metronome	I	D	D	D	M	F	F	F
Resources: Finale/Notation Software	-	-	-	-	I	D	D	M
Resources: Smart Music	-	I	D	D	D	D	R	M
Resources: On-Line Resources	-	I	D	D	D	D	R	M
Stage Presence	-	-	-	I	D	D	D	M

Instrumental Range Benchmarks for Band

	5 th Grade	6 th Grade	7 th Grade	8 th Grade	Concert Band	Wind Ensemble
Flute						
Clarinet						
Saxophone					Pinky Keys Palm Keys	Pinky Keys Palm Keys
Oboe	N/A					
French Horn	N/A					

Instrumental Range Benchmarks for Band Continued

	5 th Grade	6 th Grade	7 th Grade	8 th Grade	Concert Band	Wind Ensemble
Trumpet						
Trombone Baritone						Trigger Work
Tuba						
Mallet Percussion	Octave	Octave	2 Octaves	2 Octaves	Full Range	Full Range
Rhythmic Percussion	Paradiddle Flam	Flam Tap 5 Stroke 7 Stroke 9 Stroke	Ruff 13 Stroke Flam Accent & Paradiddle	Paradiddle Diddle Ratamacue	All	All

Central Islip Union Free School District – K-12 District Music Curriculum

CORE TOPICS FOR MUSIC EDUCATION

The Central Islip School District has fused the National Arts Education Standards, NYS Standards for the Arts and our local standards for what we believe to be the most comprehensive and sequential music education curriculum. Some concepts require reintroduction of the foundational material in order to provide a framework for the next concept in the sequence. Please refer to the “Scope and Sequence” section of this document for additional information.

Core Topics for K-8 General Music Education

GRADE	CORE TOPICS
K	<p>Iconic Notation: High and Low/ Short and Long Listening Skills: High and Low/ Short and Long Composer: Camille Saint-Saens – Carnival of the Animals Form(s): AB Dynamics/Tempos: Loud/Soft – Fast/Slow Meter(s): Steady Beat Kodaly/Sight Reading: Ta, TiTi</p> <p>Vocabulary/Word Wall: Fast, Slow, Long Short, High Low, Loud Soft, Beat, Echo, “Move to the Beat”</p>
1	<p>Notation: Quarter Note and Quarter Rest Iconic Notation: High and Low/ Short and Long Listening Skills: High and Low/ Short and Long Composer: Prokofiev Form(s): ABA and Verse/Refrain AB Dynamics/Tempos: p, f, faster, slower Loud/Soft – Fast/Slow Meter(s): 4/4, 2/4 Kodaly/Sight Reading: Mi, Sol, La, Quarter Note, Quarter Rest Ta, TiTi, Quarter Note, Single/Barred Eighth Notes Instruments/Families: Strings, Flute, Tuba String Family Performance Melodic/Harmonic: Ostinato, Bordun Performance Rhythmic: Ta TiTi, Quarter Note/Rest</p> <p>Vocabulary/Word Wall: Tempo, piano, forte, call and response, verse-refrain, accompaniment, ostinato, quarter notes/ rest and eighth notes, AB Form, ABA Form, Quartet</p>
2	<p>Melodic Notation: Sol Mi La Do Re Sol Mi La Do Rhythmic Notation: Ta TiTi, Quarter Rest, Half Note, Double Eighth Note Ta TiTi, Quarter Rest Composer: Tchaikovsky Form(s): Rondo, Coda, Concerto Rondo, Coda, ABA, Verse/Refrain Dynamics/Tempos: p f, cresc, decresc, mf, accel, rit p f cresc, decresc, accel, rit Meter(s): 4/4, 2/4, 6/8, 3/4 Movement to Simple and Compound Meters Kodaly/Sight Reading: Quarter, eighth note pairs, quarter rest, Sol Mi La Do, dotted half notes Quarter, eighth note pairs, quarter rest Instruments/Families: Brass Family Brass Family Performance Melodic/Harmonic: Broken Bordun Broken Bordun Performance Rhythmic: Ta TiTi, quarter rest, polyrhythmic ostinatos</p> <p>Vocabulary/Word Wall: Tempo, piano, forte, accompaniment, ostinato, quarter notes/ rest and eighth notes, AB Form, ABA Form, Quartet, meter, tone color, Treble clef, woodwind family, ritardando, crescendo, decrescendo, accelerando, pitch, meter signature, staff, brass, P f, treble clef</p>

Core Topics for General Music Education Continued

GRADE	CORE TOPICS
3	<p>Notation: whole rest, sixteenth note, dotted quarter, single eighth note Harmony: Ostinato, canon/round Tone Color: Vocal tone color vs instrumental tone color Texture: Chords, Melodic Accompaniment Composer: Handel Form(s): Verse/refrain, ABA, AABA, ABC, rondo, introduction, coda, verse/refrain Dynamics/Tempos: f p pp ff crescendo, decrescendo, Accel, fermata Meter(s): 2/4 4/4 6/8 3/4 Kodaly/Sight Reading: Mi Re De, So La, Low La, Low Sol, High Do Instruments/Families: Woodwind Family Performance: Ostinato, canon/round</p> <p>Vocabulary/Word Wall: phrase, allegro, bar line, canon, chord, coda, conductor, downbeat, dynamics, first ending, form, harmony, interlude, legato, measure, melody, rhythm, rondo, round, scale, second ending, similar, staff, unison, upbeat</p>
4	<p>Notation: whole rest, half rest, quarter rest, 4 sixteenth notes, dotted quarter eighth, single eighth note Harmony: 2 part, canon, 3 part round, I IV V chords, chord roots, octave leap Tone Color: Aural identification of Brass, String, Woodwind, Percussion, Percussion Family Texture: Rounds, three-part, rhythmic accompaniment, homophonic, polyphonic Composer: Bach Form(s): DS al Fine, DC al Fine, ABACA-rondo, Theme and variations Dynamics: pp, p, mp, mf, f, ff, fff, crescendo, decrescendo Tempos: andante, moderato, accelerando, ritardando, allegretto, allegro, presto Meter(s): 2/4, 4/4, 6/8, 3/4, 2/2 Kodaly/Sight Reading: Mi Re De, So La, Low La, Low Sol, High Do, Fa, Triads Instruments/Families: Symphonic/String Orchestra, Wind Ensemble, Marching Band, Drum and Bugle Corps</p> <p>Vocabulary/Word Wall: accent, articulation, duet, solo, flat, sharp, homophony, ledger line, major, major scale, minor, minor scale, octave, ornaments, polyphony, presto, program music, staccato, syncopation, waltz</p>
5	<p>Notation: Pentatonic Scale, Major Scale, Minor Scale, Accidentals Harmony: Octave, Vocal harmony, descant, distinction between major and minor chords Tone Color: Vocal range, tone color, orchestra, adult soprano v young treble voice Texture: Two parts, combination of instrumental sounds, echo, tutti, unison, two part harmony, a capella, partner songs, canon, round Composer: Mozart Form(s): Two-part, AABA, theme and variations, Composed Song, partner songs, verse, refrain, ostinat, medley Dynamics: ff, f, mf, mp, p, pp, crescendo, diminuendo, decrescendo, contrasting dynamics Tempos: Tempo Markings, ritard, accelerando, tempo, adagio, allegro, moderato, largo, a tempo, fermata, ritardando, rubato, rallantando, lento, legato Meter(s): Beat, rhythm, 4/4 meter, tempo, ¾, triple meter 2/4 duple meter, 6/8 meter, changes of meter, cut time, strong beats, weak beats, conducting patterns Kodaly/Sight Reading: Whole, half, quarter, eighth, Dotted quarter, sixteenth, Rests: Whole, half, quarter, eighth, syncopated rhythms, downbeat, upbeat, fermata Instruments/Families: Jazz Band, Rock Band, Mariachi Band, Jug Band</p> <p>Vocabulary/Word Wall: acapella, accent, accidental, articulation, antiphonal, ballad, breath support, contour, common time, cut time, dynamics, form, half step, intonation, irregular meter, jazz, key, legato, opera, pentatonic scale, phrase, range, root, score, slur, staccato, symphony, tempo, tie, theme and variations, timbre, tone, triad, tutti, whole step</p>

Core Topics for General Music Education Continued

GRADE	CORE TOPICS
6	<p>Notation: Pentatonics, steps, skips, countermelody, accidentals Harmony: Consonance, dissonance, major/minor chords, triads Tone Color: Voice part recognition (soprano, alto, tenor, bass) Texture: Two-part singing, descant, canon Composer: Beethoven Form(s): ABA form, canon, rondo, round, AABA, ABACA, repeat signs, D.C. al Fine Dynamics: p, f, ff, dim., cresc., pp, mf, mp, fff Tempos: Andante, moderato, allegro, allegretto, concert march Meter(s): 4/4, 3/4, 2/4, 6/8, 2/2, syncopation, shifting meters Kodaly/Sight Reading: Eighth, quarter, sixteenth, half notes, dotted quarter and eighth, quarter rests Instruments/Families: Duets, Trios, Quartets, Quintets, Sextets, Vocal Jazz, Show Choir, Gospel Choir, Concert Choir</p> <p>Vocabulary/Word Wall: Alla breve, aria, arrangement, bass, canon, clefs, consonance, countermelody, dissonance, annunciate, gigue, head voice, interval, lyrics, melodic contour, modulations, overture, ragtime, transpose, vibration</p>
7/8	<p>Notation: Ragtime patterns, syncopated patterns, creating, combining and notating in 4/4, rhythmic ostinato, sixteenth note patterns, triplets and dotted rhythms, Melodic ostinato, phrasing, glissandos, harmonic accompaniment Harmony: Singing a song in parts Tone Color: All female and male choirs, all instrument families, and non-orchestral instruments Texture: Dissonance, scales Listening Skills: Composer: Scott Joplin Form(s): ABA, introduction-verse-refrain-coda, AB binary form, hymns, theme and variation, call and response Dynamics: Dynamic changes in music Tempos: March, slow tempo Meter(s): Steady beat, 4/4 and 2/4, rhythm patterns, mixed meter 6/4 and 6/8, cut time Kodaly/Sight Reading: Polyphony Instruments/Families: Prehistoric, Medieval, Baroque, Classical, Romantic Ensembles</p> <p>Vocabulary/Word Wall: pizzicato, ab form, accidentals, acoustics, anticipation, art song, band, binary form, blues, brass, call and response, canon, conductor, contemporary, contrast, descant, dissonance, flat, folk music, glissando, harmony, improvise, introduction, measure, melody, mixed meter, musicology, national anthem, ostinato, percussion, polyrhythms, popular music, refrain, rondo, scale, sharp, style, texture, tone color, vocal range, woodwind, world music, work songs</p>

Core Topics for Instrumental Music Education

LEVEL	CORE TOPICS
<p>Grades 4-5 “Beginning Instrumental/ Band”</p>	<ul style="list-style-type: none"> • Scales and Ensemble Music <ul style="list-style-type: none"> ○ Scales: ○ Ensemble Music Key Signatures: • Basic/Entry Ear-Training and Aural Skills <ul style="list-style-type: none"> ○ Imitates rhythm and pitch patterns ○ Learns a sense of pulse and maintains a steady beat ○ Models and imitates pitch and rhythm patterns ○ Begins interval identification (perfect 5th, etc.) ○ Identifies changes in tempo ○ Begins study of some basic intervals (perfect 5th, octave, unison, half step = minor 2nd, whole step = Major 2nd, etc.) • Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression appropriate to NYSSMA level I and II music • Sight-reads accurately and expressively music appropriate to student • Defines musical terminology and symbols as used in band literature • Recognizes flats and sharps in key signatures • Establishes idiomatic posture and instrument position • Demonstrates proper care and assembly of equipment • Demonstrates a technical accuracy on grade I literature • Is introduced to concept of characteristic tone • Is introduced to solo/ensemble skills • Introduce concept of breath support as it relates to characteristic tone. • Learns correct hand positions and fingerings • Properly cleans and stores instrument on a daily basis • Performs three major scales and one octave chromatic scale • Learns proper embouchure formation • Learns tongue placement for accurate articulation • Demonstrates a quality sound • Performs simple unison and multiple part ensemble music while maintaining a steady tempo. • Identifies incorrect pitches and rhythms. • Demonstrates correct posture and rehearsal discipline and etiquette. • Learns basic conductor patterns and Gestures • Demonstrates responsibility, self-discipline and proper rehearsal procedures in a large group rehearsal setting. • Demonstrates basic improvisation • Uses a variety of musical elements to demonstrate ways music can be varied • NYSSMA Level 1 Solo

Core Topics for Instrumental Music Education Continued

LEVEL	CORE TOPICS
<p>Grades 6-8 "Intermediate Instrumental/ Band"</p>	<ul style="list-style-type: none"> • Scales and Ensemble Music <ul style="list-style-type: none"> ○ Scales: ○ Ensemble Music Key Signatures: • Intermediate Level Ear Training <ul style="list-style-type: none"> ○ Identifies perfect 4th and 5th intervals by name ○ Identifies changes in tempo and dynamic • Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression appropriate to NYSSMA level II and III music • Sight-reads accurately and expressively, music which is appropriate to each student • Performs various articulation patterns with fluency • Defines musical terminology and symbols as used in band literature • Names order of flats and sharps in key signatures • Performs 9 major and 3 minor scales and 1 octave chromatic scales • Visually identifies and diagrams conducting patterns that exist in the band literature. • Demonstrates intermediate performance techniques such as alternate fingerings, trills, grace notes, mordents, turns, and rudiments. • Defines and demonstrates basic ensemble performance concepts such as balance and blend, expression, good intonation and technical accuracy • Performs small ensemble literature for like and unlike instrumental groups and accompanied solo literature • Plays alone and in small groups during rehearsals • Plays music from different style periods and cultures • Performs in solo festival and large group festival • Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression, appropriate to NYSSMA level II and III music • Defines and demonstrates the use of non-standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression used in contemporary band literature • Sight-reads accurately and expressively music which is appropriate to student • Expands knowledge of beat patterns and gestures • Develops knowledge of tempo changes, musical expression and group listening skills and articulation • Cleans and stores instrument on a daily basis • Learns to play and march simultaneously. • Performs at Band Winter and Spring Concerts and Memorial Day Parade (Required) • NYSSMA Level 2-3 Solo

Core Topics for Instrumental Music Education Continued

LEVEL	CORE TOPICS
<p>9-12 “Advanced Instrumental/ Band”</p>	<ul style="list-style-type: none"> • Scales and Ensemble Music • Advanced Level Ear Training • Identifies all intervals by name • Uses melodic and rhythmic patterns to create variety in exercises • Identifies variations in the music studied and applies rhythmic variations to scales, chords, and exercises used in class • Begins study of music technology, including music fundamentals, sequencing, notation, and composition • Develops improvisation skills • Uses a variety of musical elements to demonstrate ways music can be varied • Demonstrates basic knowledge of music theory • Expands knowledge of beat patterns and gestures • Develops knowledge of tempo changes, musical expression and group listening skills and articulation • Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate to NYSSMA level III, IV, and V music • Cleans and stores instrument on a daily basis • Applies previous skills to a jazz genre (applies to students in Jazz Band Club) • Performs at, Homecoming Parade, Home Football Games, Festivals and all Winter and Spring Concerts. • NYSSMA Level 4-5 Solo

Core Topics for Vocal Music Education

LEVEL	CORE TOPICS
<p>4-5 “Beginning Vocal/Choral”</p>	<ul style="list-style-type: none"> • Sing on pitch • Head voice • Unison • Partner Songs • Rounds • Reading choral octavo • Reading 2 Parts • Diaphragmatic breathing • Following conductor • Scales and Ensemble Music <ul style="list-style-type: none"> ○ Scales: 5 Pitch ○ Ensemble Music Key Signatures: • Basic/Entry Ear-Training and Aural Skills <ul style="list-style-type: none"> ○ Imitates rhythm and pitch patterns ○ Learns a sense of pulse and maintains a steady beat ○ Models and imitates pitch and rhythm patterns ○ Begins interval identification (perfect 5th, etc.) ○ Identifies changes in tempo ○ Begins study of some basic intervals (perfect 5th, octave, unison, half step = minor 2nd, whole step = Major 2nd, etc.) • Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression appropriate to NYSSMA level I and II music • Sight-reads accurately and expressively music appropriate to student • Defines musical terminology and symbols as used in choral literature • Recognizes flats and sharps in key signatures F, C and G • Establishes idiomatic posture on risers • Demonstrates a technical accuracy on grade I literature • Is introduced to concept of characteristic vocal tone • Is introduced to solo/ensemble skills • Introduce concept of breath support as it relates to characteristic tone. • Learns proper vowel formation • Demonstrates a quality sound • Performs simple unison and multiple part ensemble music while maintaining a steady tempo. • Identifies incorrect pitches and rhythms. • Demonstrates correct posture and rehearsal discipline and etiquette. • Learns basic conductor patterns and Gestures • Demonstrates responsibility, self-discipline and proper rehearsal procedures in a large group rehearsal setting. • Uses a variety of musical elements to demonstrate ways music can be varied

Core Topics for Vocal Music Education Continued

LEVEL	CORE TOPICS
<p>6-8 "Intermediate Vocal/Choral"</p>	<ul style="list-style-type: none"> • 2 Part singing • 3 Part singing • Phrasing • Cut offs • Vowel shaping • Dynamics: p, mf, f • Interpretation • Arpeggios • Count singing • Scales and Ensemble Music <ul style="list-style-type: none"> ○ Scales: Solfege Major scales octave ○ Ensemble Music Key Signatures: F, C, and G • Intermediate Level Ear Training <ul style="list-style-type: none"> ○ Identifies Do-Mi-Sol ascending ○ Identifies changes in tempo and dynamic • Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression appropriate to NYSSMA level II and III music • Sight-reads accurately and expressively, music which is appropriate to each student • Performs various articulation patterns with fluency • Defines musical terminology and symbols as used in choral literature • Names order of flats and sharps in key signatures • Visually identifies and diagrams conducting patterns that exist in the choral literature. • Defines and demonstrates basic ensemble performance concepts such as balance and blend, expression, good intonation and technical accuracy • Sings music from different style periods and cultures • Performs in solo festival and large group festival • Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression, appropriate to NYSSMA level II and III music • Sight-reads accurately and expressively music which is appropriate to student • Expands knowledge of beat patterns and gestures • Develops knowledge of tempo changes, musical expression and group listening skills and articulation • Performs at Band Winter and Spring Concerts • NYSSMA Level 2-3 Solo • Sight singing <ul style="list-style-type: none"> ○ Time Signature: 4/4, 2/4, 3/4 ○ Key signatures: C, F, G ○ Range: 5th and 6th ○ Intervals: Diatonic and Do, Mi, Sol Ascending ○ Rhythm of interval: Quarter note ○ Rhythm: Quarter Note, Half Note, Eight Note, Quarter Rest ○ Dynamics: mf

Core Topics for Vocal Music Education Continued

LEVEL	CORE TOPICS
<p>9-12 “Advanced Vocal/Choral”</p>	<ul style="list-style-type: none"> • 4 Part singing and reading • Reading Treble and Bass Clef • Foreign Language • Changing Meters • A Capella • Staggered breathing • Diction and ending Consonants • Dynamics: pp, mp, ff, crescendo., decrescendo • Phrasing • Scales and Ensemble Music <ul style="list-style-type: none"> ○ Scales: Major and minor • Advanced Level Ear Training <ul style="list-style-type: none"> ○ Identifies all intervals by name • Develops improvisation skills • Uses a variety of musical elements to demonstrate ways music can be varied • Demonstrates basic knowledge of music theory • Expands knowledge of beat patterns and gestures • Develops knowledge of tempo changes, musical expression and group listening skills and articulation • Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate to NYSSMA level III, IV, and V music • Performs at, Community Events, Festivals and all Winter and Spring Concerts. • NYSSMA Level 4-5 Solo • Sight Singing <ul style="list-style-type: none"> ○ Time Signature: 4/4, 2/4, 3/4, 6/8 ○ Key Signature: C, F, G, D, Eb ○ Range: 5th, 6th, Octave, 9th ○ Intervals: Add Do-Sol ascending, Sol-Mi-Sol descending, Sol-Do descending, Sol-ti-Re ascending, Do-Sol descending, ascending and descending 4ths and 5ths, Do-Mi-Sol, Sol-Ti-Re ○ Rhythm of Interval: Quarter note/Half note ○ Rhythm: Dotted Quarter note/Eight note patterns, Triplet Eighth notes ○ Dynamics: Add p, f, mp, crescendo and decrescendo

MUSIC EDUCATION SCOPE AND SEQUENCE

Kindergarten General Music (40 Weeks)

GRADE: Kindergarten			
UNIT/THEME	MONTH	NYSED STANDARDS	NAFME STANDARDS
Instructional Focus			
UNIT/THEME: Music Moves Me <ul style="list-style-type: none"> • Beat & No Beat • Steady Beat • Walking / Running (Tempo) • Instrumental Tone Color (Pitch/Non-pitched) • Violin • Listening: Skipping/Galloping 	September/ October	1,2,3,4	1,2,3,4,6,9
UNIT/THEME: Music Helps Me Learn <ul style="list-style-type: none"> • Tone Color • Sing in a group • Sing in rhythm (Long and Short) • Maintain a steady tempo 	November/ December	1,2,3,4	1,2,3,4,6,9
UNIT/THEME: Friends and Fun <ul style="list-style-type: none"> • Low and High Pitch • Loud and Soft • Appropriate movements while singing • Singing independently • Responding to a conductor 	January/ February	1,2,3,4	1,2,3,4,6,9
UNIT/THEME: Around the Town <ul style="list-style-type: none"> • Strong beat / Weak beat • One and two sounds to a beat on Orff Instruments (Ta, Ti-Ti) • Iconic Notation • So-Mi • Harmony • Form 	March/ April	1,2,3,4	1,2,3,4,6,9
UNIT/THEME: Animals! Animals! Animals! <ul style="list-style-type: none"> • Silence and Sound • Free rhythm • Camille Saint-Saens Carnival of the Animals • Low, High and Higher 	May	1,2,3,4	1,2,3,4,6,9
UNIT/THEME: Graduation <ul style="list-style-type: none"> • Performing in front of an audience • Singing a song from memory • Concert etiquette 	June	1,2,3,4	1,2,3,4,6,9

Central Islip Union Free School District – K-12 District Music Curriculum

First Grade General Music (40 Weeks)

GRADE: 1 UNIT/THEME Instructional Focus	MONTH	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Say Hello with a song <ul style="list-style-type: none"> • Echo Song • Unison • Steady Beat • Body Percussion and Classroom Instruments • Melodic Direction – Up and Down • Piano/Forte 	September/ October	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: All about you and me <ul style="list-style-type: none"> • Long and Short sounds • High and Low Sounds • Call and Response • Flute/Tuba • Vocal Timbre • Singing 	November/ December	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Making Friends <ul style="list-style-type: none"> • Using Classroom Instruments • AB Form • Quarter Note/Eighth Note Sight Reading 	January/ February	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Hear and See <ul style="list-style-type: none"> • Repeat Signs • Maintain and Read Quarter Note / Eighth Note Patterns • So Mi on pitched instruments • Prokofiev Peter and the Wolf • Instrumental Tone Color (violin, flute, oboe, clarinet, bassoon, timpani, French horn) • Instruments of the orchestra (Strings) 	March/ April	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: We are a Community <ul style="list-style-type: none"> • Mi So La Patterns • ABA Form • Accompaniment using classroom instruments • Verse/Refrain 	May	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: What have we learned? <ul style="list-style-type: none"> • Maintain knowledge of: • Rhythm • Pitch • Form • String Family • Singing 	June	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Second Grade General Music (40 Weeks)

GRADE: 2 UNIT/THEME Instructional Focus	MONTH	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Together Through Music <ul style="list-style-type: none"> • Beat • Ta, Ti-Ti, quarter note, eighth note, quarter rest • Treble Clef • Harmony and Echo • ABA, Call and response 	September/ October	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Musical Friends <ul style="list-style-type: none"> • Meter/Signature (2/4, 3/4) • Strong beat • Reading words in rhythm • Mi, so la • Harmony, Polyrhythms, unison • DS al Fine • Concerto • Brass Family 	November/ December	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Our Musical World <ul style="list-style-type: none"> • Half rest, Half note • Ostinato • High, middle, low notes with so-do patterns • Crescendo, Decrescendo • Improvise 	January/ February	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Your turn, My turn <ul style="list-style-type: none"> • Dotted Half Note • 3/4 Meter • Do Re Do, Do Re Mi • Melodic Direction, Melodic Questions and Answers • Folk Song 	March/ April	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Music and Us <ul style="list-style-type: none"> • 6/8 time compared with 2/4 time • Pentatonic Scales and Chants • Rossini – Barber of Seville • Aria • Dotted Quarter Note 	May	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: What Have We Learned? <ul style="list-style-type: none"> • Maintain knowledge of: • Note Values • Meter Signatures • Brass Instruments 	June	1,2,3,4	1,2,3,4,5,6,7,8,9

Third Grade General Music (40 Weeks)

GRADE: 3 UNIT/THEME Instructional Focus	MONTH	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Music For the Fun of It <ul style="list-style-type: none"> • Staff • Bar Line • Measure • Tone Color vs. Instrumental Color • Pitch / Melody • 2/2 • Quarter note, eighth note, quarter rest 	September/ October	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: The World Around You <ul style="list-style-type: none"> • 2/4 and 4/4 • Half Note • So and La • Countermelody • ABA ABC AABA • Kodaly hand signs Do Re Mi So La • Dynamics piano Forte • Tempo • Tie 	November/ December	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Tunes, Tales and Traditions <ul style="list-style-type: none"> • 2/4, 6/8 • Dotted Quarter and Single Eighth notes • Low La, Low So • Verse, Refrain, Phrases • Repeat Signs, First Ending, Second Ending • Conductor • Read and perform two measure rhythm patterns 	January/ February	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Music on the go <ul style="list-style-type: none"> • Sixteenth Notes • High Do • Skips, Leaps, Steps • Scale, Canon, Round, Ostinato, Unison • Melodic Accompaniment • Percussion Ensemble • Rondo • Coda 	March/ April	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Sing a wish, dance a dream <ul style="list-style-type: none"> • 3/4 • Downbeat, upbeat • Whole note, whole rest • Dotted half note • Legato, Staccato • Handel 	May	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: What have we learned? <ul style="list-style-type: none"> • Final Performances • 3rd Grade Final Exam 	June	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Fourth Grade General Music (40 Weeks)

GRADE: 4 UNIT/THEME Instructional Focus	MONTH	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Introduction to Reading Music • Treble staff • The parts of the note • Drawing notes on a staff	September	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Music for Everyone • Rhythm patterns • Round • Identifying notes on treble clef	October	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Musical Messages, Musical Journeys • Lines and spaces • Staff • Ledger lines	November	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Musical Messages, Musical Journeys • Bach • 3 and 4 sounds to a beat	December	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Introduction to Recorder • Introduce Recorder • Repeated notes, skips and steps • Play B A G on Recorder	January	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Recorder Karate • B A G on Recorder using whole, half and quarter notes • Playing steps and skips	February	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Recorder Karate • B A G E D on Recorder • Playing eighth notes on recorder	March	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Recorder • B A G E D C on recorder • Recorder sight reading	April	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Recorder Assessment • Preparing and performing a recorder piece • Sight reading assessment • Written recorder exam	May	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Introduction to Band • Preparing for Band entrance exam • Your First Audition (Band Program Audition) • End-of-year wrap-up	June	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Fifth Grade General Music (40 Weeks)

GRADE: 5 UNIT/THEME Instructional Focus	MONTH	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Americans Sing <ul style="list-style-type: none"> • 4/4 Meter • Whole note, half note, quarter note, eighth note, dotted quarter note, rests • Octave • AABA form • Theme and Variation 	September	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Coming to America <ul style="list-style-type: none"> • Triple and Duple meter • Dotted and syncopated rhythms • Harmony 	October	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Coming to America <ul style="list-style-type: none"> • Transpose • Two part singing • AB Form • Pentatonic Scale 	November	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: The old becomes the new <ul style="list-style-type: none"> • 6/8 Meter • Major Scale • Diatonic Pitches 	December	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: The old becomes the new <ul style="list-style-type: none"> • Two part harmony • Changes of meter 	January	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: A tale to be told <ul style="list-style-type: none"> • Sixteenth notes • Major and minor scales • Partner songs 	February	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Expression in song <ul style="list-style-type: none"> • Mozart • I, IV, V chords 	March	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Expression in song <ul style="list-style-type: none"> • Different types of bands: Jazz, Rock, Mariachi • Common Tones 	April	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Music for changing times <ul style="list-style-type: none"> • Mixed Meters • Downbeat Upbeat • Countermelody 	May	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: End of the year wrap-up <ul style="list-style-type: none"> • Review and assess 	June	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Sixth Grade General Music (10 Weeks)

1/4 Credit (Every Day for One Academic Quarter)

GRADE: 6 UNIT/THEME Instructional Focus	WEEK	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Rhythm Rocks Our World • Whole, Half, Dotted Half, Quarter, Eighth, Sixteenth & rests • Syncopation	Week 1,2	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Play it now • Harmony, Treble Clef • Read Notation • Composition	Week 3,4,5	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Beethoven • Biography • Influences • Major Works	Week 6,7	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Jazz • Origins • Syncopation • Improvisation	Week 8,9	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: What have we learned? • Course Wrap up • Final Exam	Week 10	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Seventh-eighth Grade General Music (20 Weeks)

1/2 Credit (Alternating Days for One Academic Year)

GRADE: 7-8 UNIT/THEME Instructional Focus	WEEK	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Music Moves Us • Styles, Generations • Sounds – Band vs. Orchestra vs. Chorus • Multicultural	September	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Music in our Cities • Broadway • Opera • Philharmonic	October	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Our Musical Legacy • Baroque • Classical • Romantic	November	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Many Moods of Music • Joy, Grief, Pride • Work songs • Peace and calm	December	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Expressions with Music • Dance • Praise • Cultural Variations • Dramatic Expression	January	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Music Makes its Mark • Movie Music • TV	February	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Stories and Tales • Poetry • Symphonies • Broadway • Opera	March	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Diversity • Asia • South America • Africa	April	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Freedom and Justice • Patriotic • National Anthem • American/Multicultural	May	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Review and Final • Review • Final Exam	June	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Middle School Piano (20 Weeks)

Daily for 1 Academic Quarter – Elective Credit

Middle School Piano UNIT/THEME Instructional Focus	WEEK	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Meet the Keyboard <ul style="list-style-type: none"> • Hand Position, Body Posture • White & Black Keys • Middle C – Finding C • Musical Alphabet 	Week 1	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Basic Music Theory <ul style="list-style-type: none"> • Note Values, Tempo • Whole, Half, Quarter, Eighth 	Week 2	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Meet the Grand Staff <ul style="list-style-type: none"> • Treble Clef – Lines/Spaces • Bass Clef – Lines/Spaces 	Week 3	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Magic Fingers <ul style="list-style-type: none"> • Finger Numbering • Numbers and Notes • Left Hand & Right Hand Playing 	Week 4	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Scales <ul style="list-style-type: none"> • C – G – D • Finger Crossovers 	Week 5	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Arpeggios <ul style="list-style-type: none"> • Simple 1-3-5 • Broken 1-3-5 or 1-2-4 	Week 6	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Simple Melodies <ul style="list-style-type: none"> • Five Finger Scales • Stepwise Motion • Skips and Leaps 	Week 7	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Block Chords <ul style="list-style-type: none"> • Proper Chord Fingerings 1-3-5, 1-2-4 • Simple Progressions I-V-I, I-IV-V-I 	Week 8	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Making Music <ul style="list-style-type: none"> • Left Hand Block Chords • Right Hand Melody • Left Hand and Right Hand Together 	Week 9	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Wrapping it Up <ul style="list-style-type: none"> • Class Piano Recital • Written Exam 	Week 10	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Music Theory I (40 Weeks)

1 Credit (Every Day for One Academic Year)

Music Theory I UNIT/THEME Instructional Focus	MONTH	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: The Musician’s Raw Materials <ul style="list-style-type: none"> • The Properties of Individual Sounds • Notation of Musical Sounds: Pitch • Notation of Musical Sounds: Rhythm • Pitch and the Keyboard • Ear Training (Basic Major/Minor Intervals) 	September	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Rhythm and Meter <ul style="list-style-type: none"> • Simple Duple, Triple, Quadruple • Syncopation, Triplets • Compound Meters • Ear Training 	October/ November	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Tonality, Scales, Key Signatures, Intervals, and Triads <ul style="list-style-type: none"> • Major Scales, Minor Scales and Church Modes • Intervals; Perfect, Major, Minor • Triads and Chords (Maj, Min, Aug, Dim, 7th Chords) • Circle of 4ths/5ths Key Signatures • Interval Inversions • Ear Training (Complex Major/Minor Intervals) 	December/ January	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Melody <ul style="list-style-type: none"> • Phrases and Cadences • Movement and Rest • NHT – Non Harmonic Tones • Conjunct/Disjunct Motions • Motives, Reputation, Sequencing • Introduction to Forms (Introduction Melodic Dictation) 	February- March	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Harmony <ul style="list-style-type: none"> • Triads: Arrangements & Succession • Rules for 4-Part Writing/Composition • Chords and Roman Numerals • Harmonizing a Melody • Harmonic Sequence / I - IV - viio - iii - vi - ii - V – I • Composition using the Harmonic Sequence • I, ii, ii7, IV, V, and V7 • Chord Symbols and Figured Bass 	April- May	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Composition and Analysis <ul style="list-style-type: none"> • Final Composition Project • Final Analysis Project • Final Exam 	June	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Music Theory II / AP Theory (40 Weeks)

1 Credit (Every Day for One Academic Year)

Music Theory II / AP Music Theory UNIT/THEME Instructional Focus	MONTH	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Music Terminology <ul style="list-style-type: none"> • Terms for intervals, triads, 7th chords, scales, and modes • Terms pertaining to rhythm and meter, melodic construction and variation, harmonic function, cadences and phrase structure, texture, small forms, and musical performance 	September/ October	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Aural Skills I <ul style="list-style-type: none"> • Sight-singing (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters) • Melodic dictation (major and minor modes, treble and bass clefs, diatonic and chromatic melodies, simple and compound meters) • Harmonic dictation (notation of soprano and bass lines and harmonic analysis in a four-voice texture) • Identification of isolated pitch and rhythmic patterns • Detection of errors in pitch and rhythm in one- and two-voice examples. 	November	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Notational Skills <ul style="list-style-type: none"> • Rhythms and meters • Clefs and pitches • Key signatures, scales, and modes • Intervals and chords • Melodic transposition 	December	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Aural Skills II (Advanced) <ul style="list-style-type: none"> • Identification of processes and materials in the context of music literature representing a broad spectrum of genres, media, and styles • scale-degree function of specified tones, scale types, mode, contour, sequences, motivic development • chord function, inversion, quality, cadence types, key relationships, meter and rhythmic patterns • phrase structure; distinctions among literal repetition, varied repetition, and contrast; small forms 	January	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Basic Compositional Skills <ul style="list-style-type: none"> • Four-voice realization of figured-bass symbols • Roman numerals • Composition of a bass line for a given melody 	February/ March	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Score Analysis <ul style="list-style-type: none"> • Small-scale and large-scale harmonic procedures • Melodic organization and developmental procedures • Texture - monophony, homophony, polyphony • Formal devices and/or procedures • Phrases – in structure, in combination, in form 	March/ April	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: AP EXAM PREP <ul style="list-style-type: none"> • Aural Skill Drills • Composition • Score Analysis 	May/ June	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Beginning Piano (20 Weeks)

1/2 Credit (Alternating Days for One Academic Year)

Beginning Piano UNIT/THEME Instructional Focus	WEEK	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Introduction to Playing <ul style="list-style-type: none"> • Posture at the Piano • Hand Position • Finger Numbers • Musical Alphabet 	Week 1-2	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Keyboard Orientation <ul style="list-style-type: none"> • High Sounds/Low Sounds • 2 x 3 Blacks and Whites • Pentatonic “Black Key” Melodies 	Week 3-6	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Notation <ul style="list-style-type: none"> • The Grand Staff & Treble/Bass Clef • Durations – Notes and Rests • Measures and Time Signatures • Steps/Accidentals/Dynamics 	Week 7-8	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Music Theory <ul style="list-style-type: none"> • Scales (Major, Minor, Pentatonic, Church Modes) • Key Signatures • Tetrachords • Simple Melodic Compositions 	Week 9-11	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Intervals and Transpositions <ul style="list-style-type: none"> • Intervals (Perfect, Major and Minor) • Consonance and Dissonance • Enharmonic Intervals • Melodic and Harmonic Intervals • Transposition 	Week 12-13	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Introduction to Chords <ul style="list-style-type: none"> • Triads (Major, Minor, Augmented, Diminished) • Primary Triads/Diatonic Triads • Roman Numerals • Create Melody based on a Progression • Create Harmony based on a given melody 	Week 14-18	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Wrapping Up <ul style="list-style-type: none"> • Class Piano Recital • Final Compositions • Final Exam 	Week 19-20	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Advanced Piano (20 Weeks)

1/2 Credit (Alternating Days for One Academic Year)

Advanced Piano UNIT/THEME Instructional Focus	WEEK	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Music Fundamentals and Piano Application <ul style="list-style-type: none"> • The Keyboard/Piano History • Staff, Clefs, Grand Staff, Ledger Lines • Basic Rhythms (Note & Rest Durations) • Simple / Compound Meter – Odd Meter • Major/Minor Scales / Circle of Fifths • Key Signatures (Major Keys / Minor Keys) 	Week 1-2	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Application of Music Fundamentals to Keyboard <ul style="list-style-type: none"> • Major / Minor Five Finger Patterns • Scales, arpeggios, chords... • Solo Repertoire / Duets • Lead Sheets • Ear Training • Worksheets / Exercises 	Week 3-6	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Music Theory <ul style="list-style-type: none"> • Scales (Major, Minor, Pentatonic, Chromatic, Whole Tone, Blues) • Key Signatures • Figured Bass • Open / Close Position • Major / Minor Chord Progressions • Closely Related Keys 	Week 7-8	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Intervals and Transpositions <ul style="list-style-type: none"> • Intervals (Diatonic/Chromatic) • Inversion of Intervals • Transposition • Compositions 	Week 9-11	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Introduction to Chords <ul style="list-style-type: none"> • Triads and Inversions • Seventh Chords • Lead Sheets (Harmonization) • Broken Chords and Arpeggiated Accompaniments • Borrowed and Altered Chords 	Week 12-13	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Compositions <ul style="list-style-type: none"> • Motives/Phrases • Cadence/Period • Progression/Retrogression • Binary Form • Ternary Form • Rondo Form • Write/Create Original Compositions 	Week 14-18	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Wrapping Up <ul style="list-style-type: none"> • Class Piano Recital • Final Compositions • Final Exam 	Week 19-20	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Beginning Guitar (20 Weeks)

1/2 Credit (Alternating Days for One Academic Year)

Beginning Guitar UNIT/THEME Instructional Focus	WEEK	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Course Introduction <ul style="list-style-type: none"> • Introduction to the Instrument/Parts • Musical Skills Assessments • Holding/Using a Pick 	September	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Music Rudiments and Basic Theory <ul style="list-style-type: none"> • Note Values & Names • Simple Rhythms/Syncopations • Tab Notation 	October	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Solo Playing <ul style="list-style-type: none"> • Left/Right Hand Technique/Tuning • 1st and 2nd Stings • Playing between 1st & 2nd Strings 	November- December	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Making Music in Ensembles <ul style="list-style-type: none"> • 3rd String • Duets/Trios/Small Ensembles • Mid-Term: Written/Playing 	January- February	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Strumming <ul style="list-style-type: none"> • 4th, 5th and 6th Strings • Chords and Chord Structure • Strumming and Strumming Technique 	March	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Chords and Playing Songs <ul style="list-style-type: none"> • Accompaniments • Solos and Improvisation • Jazz, Rock, Classical, Ethnic 	April- May	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Showtime <ul style="list-style-type: none"> • Concert Etiquette • Final Performance • Written Final 	June	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Advanced Guitar (20 Weeks)

1/2 Credit (Alternating Days for One Academic Year)

Advanced Guitar UNIT/THEME Instructional Focus	WEEK	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Welcome Back <ul style="list-style-type: none"> Review CAGED Chords and Voicing Basic I,IV,V chord progressions Simple singing and playing 	September	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Barre Chords- Introduction <ul style="list-style-type: none"> Strength and Endurance Builders Major Barre Chords based on 6TH string root Incorporate Barre Chords along with 1st position chords 	October	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Travis Picking <ul style="list-style-type: none"> Isolating right hand picking pattern. PIMA Folk/Bluegrass Picking style Picking in mixed meters: ¾, 6/8, and 4/4 	November- December	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Minor Barre Chords on 6th string <ul style="list-style-type: none"> Major/minor Barre chords and their use. Students play CAGED chords in Barre position Drill and skill hand position, Chord voicing and vocal projection 	January- February	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Blues and Rock <ul style="list-style-type: none"> 12 bar blues progression, Pentatonic/blues scales 12 Bar improvisation within blues/pentatonic scales 12 bar blues lyric structure/ Rock song form Student performs 12 bar blues, sings melody, Improvisation in single performance. Student manifested lyrics. 	March	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Independent Study of Student Chosen Song <ul style="list-style-type: none"> Students Chose contemporary/classic song Student creates Acoustic solo version of song as a cover. Using YouTube, Internet and MP3 players as tools to aid in preparation of solo performance. 	April- May	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Prepare for a Gig <ul style="list-style-type: none"> Students will promote for their public performance Students will drill and practice their song in preparation for public performance Basic recording/amplifying and stage set up Final solo performance in public setting 	June	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Vocal Lessons Grades 9-12 (40 Weeks)

1 Credit (Every Day for One Academic Year)

9-12 Vocal Lessons UNIT/THEME Instructional Focus	WEEK	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Skills & Sight-Reading Assessment <ul style="list-style-type: none"> Develop/Update Goals/Plan Breath Support/Technique Vowel Shaping 	September	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Aural Skills <ul style="list-style-type: none"> Solfeggio and Intervals Vocal Exercise and Range Dev Sight-reading 	October	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Phrasing <ul style="list-style-type: none"> Phrasing and Breath Control Ensemble Music Development Sight-reading 	November	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Winter Concert <ul style="list-style-type: none"> Ensemble Music Review/Polishing Winter Concert Fine Tuning Sight-reading 	December	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: NYSSMA Solo Selection <ul style="list-style-type: none"> Mid-Year Skills Assessment Review/Select NYSSMA Solo Sight-reading 	January	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Perfecting Sight-Reading <ul style="list-style-type: none"> Kodaly & Interval Exercises NYSSMA Solo Rehearsal Sight-reading 	February	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: NYSSMA Solo <ul style="list-style-type: none"> NYSSMA Solo Rehearsal Skills Development Sight-reading 	March	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: NYSSMA Solo Peer Reviews <ul style="list-style-type: none"> Peer Performances and Reviews NYSSMA Solo Rehearsal Sight-reading 	April	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Spring Concert <ul style="list-style-type: none"> Ensemble Spring Concert Fine Tuning Sight-reading 	May	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Skills & Sight-Reading Assessment <ul style="list-style-type: none"> Review Goals and Achievements Create “Next Year” Goals Final Assessments 	June	1,2,3,4	1,2,3,4,5,6,7,8,9

Central Islip Union Free School District – K-12 District Music Curriculum

Instrumental Lessons Grades 9-12 (40 Weeks)

1 Credit (Every Day for One Academic Year)

Instrumental Lessons UNIT/THEME Instructional Focus	WEEK	NYSED STANDARDS	NAFME STANDARDS
UNIT/THEME: Skills & Sight-Reading Assessment <ul style="list-style-type: none"> • Develop/Update Goals/Plan • Breath Support/Technique • Long-Short Tone Exercises 	September	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Practice Habits <ul style="list-style-type: none"> • Smart Music • Rudiments • Sight-reading 	October	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Phrasing <ul style="list-style-type: none"> • Phrasing and Breath Control • Ensemble Music Development • Sight-reading 	November	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Winter Concert <ul style="list-style-type: none"> • Ensemble Music Review/Polishing • Winter Concert Fine Tuning • Sight-reading 	December	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: NYSSMA Solo Selection <ul style="list-style-type: none"> • Mid-Year Skills Assessment • Review/Select NYSSMA Solo • Sight-reading 	January	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Perfecting Sight-Reading <ul style="list-style-type: none"> • Rudiment and Interval Exercises • NYSSMA Solo Rehearsal • Sight-reading 	February	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: NYSSMA Solo <ul style="list-style-type: none"> • NYSSMA Solo Rehearsal • Skills Development • Sight-reading 	March	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: NYSSMA Solo Peer Reviews <ul style="list-style-type: none"> • Peer Performances and Reviews • NYSSMA Solo Rehearsal • Sight-reading 	April	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Spring Concert <ul style="list-style-type: none"> • Ensemble Music Review/Polishing • Spring Concert Fine Tuning • Sight-reading 	May	1,2,3,4	1,2,3,4,5,6,7,8,9
UNIT/THEME: Skills & Sight-Reading Assessment <ul style="list-style-type: none"> • Review Goals and Achievements • Create “Next Year” Goals • Final Assessments 	June	1,2,3,4	1,2,3,4,5,6,7,8,9

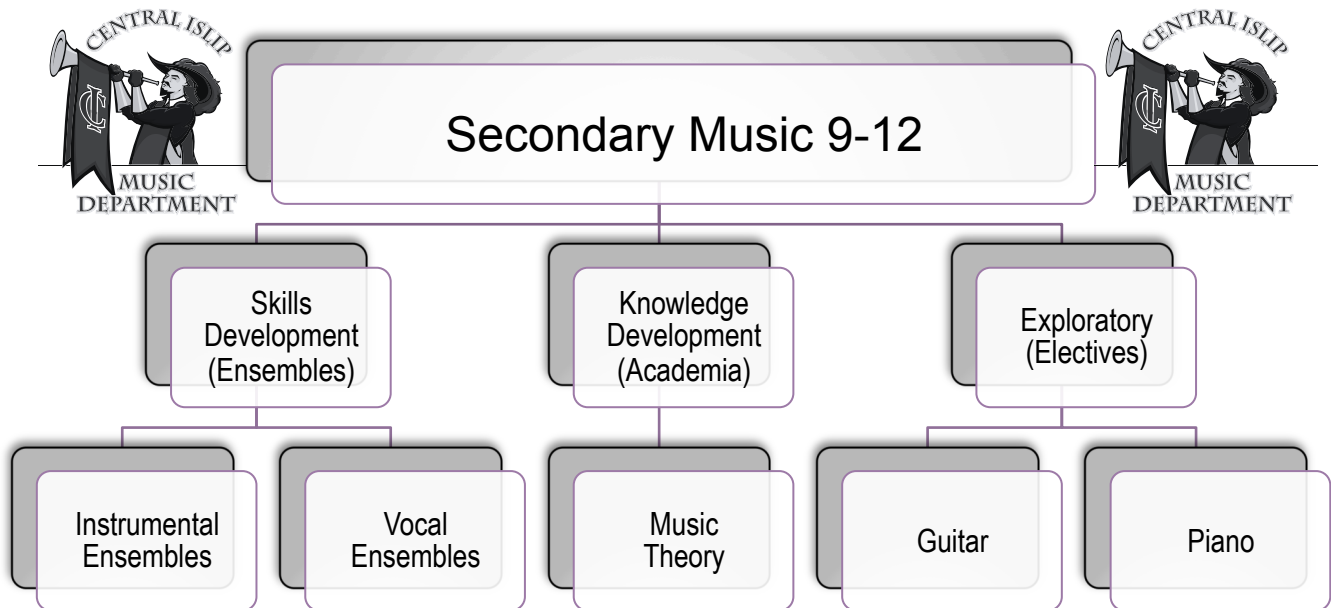
HIGH SCHOOL CURRICULUM GUIDE

Students must successfully complete one unit of credit in the Arts (Dance, Music, Theatre or Visual Arts) as a part of the Regents diploma requirements (100.5(b)(7)(iv)(e)). State-developed or State-approved High School Music Courses taught by a certified music teacher may be used to satisfy the diploma requirements, as part of a sequence, and/or for elective credit. Only those courses, which have been State-developed, or State-approved may be used to satisfy the Arts diploma requirement in music. State-developed courses in music include: Band, Chorus, and Music Theory.

Three- and Five-Unit Sequences in Music Education: Please refer to the Central Islip Music Curriculum (Page 29) for a full explanation of the 3 and 5 Unit Sequence in Music Education.

Three-Unit Sequence in Music Education: To fulfill the requirements for a three-unit sequence in music for Regents Diploma credit, a student must successfully complete three units of credit with representation from *both* the areas of Musical Knowledge and Skill Development.

Five-Unit Sequence in Music Education: To fulfill the requirements for a five-unit sequence in music for Regents Diploma credit, a student must successfully complete five units of credit with representation from the areas of Musical Knowledge and Skill Development. Each area must be represented by a minimum of *two* units of credit, with the remaining unit selected from either area.



GRADUATION INFORMATION:

- NYSED Arts Graduation Requirement may be from “Skills Development” or “Knowledge Development”
- See Page 29 for additional information in 3 and 5 Unit Sequence Specialized Graduation Paths in Music
- Exploratory Courses may only be used to satisfy elective credits and DO NOT count toward NYSED Arts Graduation Requirements or 3/5 Unit Sequence

DID YOU KNOW?

Students completing a 5 Unit sequence in Music are NOT required to complete the additional two units of the Foreign Language requirement for the Regents diploma with advanced designation.

Central Islip High School students who successfully complete a 5-Unit Music Education Sequence only need 1 Credit of a Foreign Language Class and are EXEMPT from the Foreign Language Regents/Comprehensive Exam. Please see the music curriculum (Page 28) or Part 100.5 of the Regulations of the Commissioner of Education for additional information.

Central Islip Union Free School District – K-12 District Music Curriculum

HS Musical Knowledge Courses

Musical Knowledge Courses are all acceptable for Regents Diploma Graduation Requirement and Required for The Sequence in Music Education.

Course ID	Course Name	Duration	Credit	Grade
20904	MUSIC THEORY I	1 Year	1 Credit	10-12
Course Description	This course is for all high school students. No musical experience is necessary. This course combines the study of ear training, sight-reading, musical notation, and the beginning of rhythmic, melodic, and harmonic writing/composition.			
Prerequisites	NONE			
Diploma Info	Acceptable for Regents Diploma Graduation Requirement and Required for the 3 & 5 Unit Sequence in Music Education.			

Course ID	Course Name	Duration	Credit	Grade
20905	MUSIC THEORY II	1 Year	1 Credit	11-12
Course Description	This course is a continuation of Music Theory I on a more advanced level. This course encompasses the techniques and procedures offered in Music Theory I and develops the following areas of study: music writing/composition, sight-reading, ear training, keyboard harmony, analysis, Twentieth Century compositional techniques and popular music writing/composition. The course builds on the use of music computer technology learned in Theory.			
Prerequisites	Successful Completion of Music Theory I and Teacher Recommendation			
Diploma Info	Acceptable for Regents Diploma Graduation Requirement and Required for the 3 & 5 Unit Sequence in Music Education.			

Course ID	Course Name	Duration	Credit	Grade
20906	MUSIC THEORY AP/H AP – HONORS LEVEL COURSE	1 Year	1 Credit	11-12
Course Description	AP Music Theory is a high level music course that studies not only the “what and how” of music structure, but also engages in the more ambitious questions of “why and what if.” Skills ranging from sight-singing and aural recognition to visual analysis and composition form the curriculum. Students in this course work to develop a “seeing ear” and a “hearing eye.” The course builds on the use of music computer technology learned in Theory. Students will utilize musicology, theory and terminology incorporated in the study of music history (Middle Ages, Renaissance, Baroque, Classical, etc.). Students will compose music in the style of specific historical period (counterpoint, borrowed/altered chords, N6/Augmented 6, Quartal/Quintal Harmony, Canon, 12-Tone Row, etc.).			
Prerequisites	Successful Completion of Music Theory I & II and Teacher Recommendation			
Diploma Info	Acceptable for Regents Diploma Graduation Requirement and Required for the 3 & 5 Unit Sequence in Music Education.			

Central Islip Union Free School District – K-12 District Music Curriculum

HS Musical Skills Development Courses

Musical Skills Development Courses are all acceptable for Regents Diploma Graduation Requirement and Required for The Sequence in Music Education.

Course ID	Course Name	Duration	Credit	Grade
20901	MIXED CHORUS	1 Year	1 Credit	9-12
Course Description	This is a non-auditioned entry-level choral ensemble for boys and girls grades 9-12. Students will perform a wide variety of three or four part accompanied and unaccompanied music. Vocal lessons, NYSSMA Solo Festival and All-County Festivals are extensions of this course and a part of the Music Curriculum Program and may be taught during a small group-lesson period.			
Prerequisites	NONE			
Disclaimer	Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student’s grade. Students are encouraged to have a full understanding of the after hours rehearsal/performance schedules prior to enrollment.			
Diploma Info	Acceptable for Regents Diploma Graduation Requirement and Required for the 3 & 5 Unit Sequence in Music Education.			

Course ID	Course Name	Duration	Credit	Grade
20927	TREBLE CHOIR	1 Year	1 Credit	9-12
Course Description	This is a non-auditioned entry-level choral ensemble for students in grades 9-12 with the appropriate vocal ranges. Students will perform a wide variety of three or four part accompanied and unaccompanied music. Vocal lessons, NYSSMA Solo Festival and All-County Festivals are extensions of this course and a part of the Music Curriculum Program and may be taught during a small group-lesson period.			
Prerequisites	NONE			
Disclaimer	Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student’s grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment.			
Diploma Info	Acceptable for Regents Diploma Graduation Requirement and Required for the 3 & 5 Unit Sequence in Music Education.			

COMMITMENT:

Enrollment in any vocal and/or instrumental ensemble requires, as part of the assessment/ grade, that students maintain an acceptable participation rate. Students should consider this attendance/participation commitment prior to enrolling in any performing ensemble. Students may speak to the instructor or the Director of Music if there are any questions before making this commitment.

Please Note: Enrollment into any performing ensemble is an automatic commitment and agreement to this attendance requirement. Unexcused absences may result in a deduction from a student’s grade. Whenever an unforeseen conflict prevents a student from participating at a scheduled rehearsal or performance, the student must submit a parental note to the instructor at least one week prior for consideration as an excused absence. Emergencies will be reviewed on an individual basis.

Central Islip Union Free School District – K-12 District Music Curriculum

Course ID	Course Name	Duration	Credit	Grade
20902	SHOW CHOIR	1 Year	1 Credit	9-12
Course Description	This is an auditioned group of highly select students. Students will learn to improve their individual vocal skills and techniques as well as learn the skills required for ensemble singing and performing. Pitch awareness, rhythmic ability, voice tone quality, proper articulation, music reading skills and vocal style are reinforced during the daily choir. Requirements include participation in several evening and day concerts throughout the year as well as other school sponsored performance opportunities and/or performance tour trips. NYSSMA Solo Festival, NYSSMA Majors, All-County Festivals are extensions of this course and a part of the Music Curriculum Program and will be taught during a small group-lesson period.			
Prerequisites	Audition and Teacher Recommendation			
Disclaimer	Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student's grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment.			
Diploma Info	Acceptable for Regents Diploma Graduation Requirement and Required for the 3 & 5 Unit Sequence in Music Education.			

Course ID	Course Name	Duration	Credit	Grade
20922	SWEET ADELINES	1 Year	1 Credit	9-12
Course Description	This is an auditioned group of highly select and serious student musicians of the appropriate vocal range interested in four-part harmony, barbershop- style singing. Requirements include the participation in two evening concerts as well as other school-sponsored performance opportunities and/or trips (including NYSSMA Majors). Vocal lessons, NYSSMA Solo Festival, NYSSMA Majors Festival and All-County Festivals are extensions of this course and a part of the Music Curriculum Program and will be taught during a small-group lesson period.			
Prerequisites	Audition and Teacher Recommendation			
Disclaimer	Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student's grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment.			
Diploma Info	Acceptable for Regents Diploma Graduation Requirement and Required for the 3 & 5 Unit Sequence in Music Education.			

Central Islip Union Free School District – K-12 District Music Curriculum

Course ID	Course Name	Duration	Credit	Grade
20925	CONCERT CHOIR	1 Year	1 Credit	9-12
Course Description	This is an auditioned group of highly select and serious student musicians interested in performing extremely challenging classical literature. Students must maintain high academic and discipline standards and demonstrate the attitude of professional musicians. Requirements include the participation in several evening concerts as well as other school-sponsored performance opportunities and/or trips (including NYSSMA Majors). Vocal lessons, NYSSMA Solo Festival, NYSSMA Majors Festival and All-County Festivals are extensions of this course and a part of the Music Curriculum Program and will be taught during a small-group lesson period.			
Prerequisites	Audition and Teacher Recommendation.			
Disclaimer	Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student's grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment.			
Diploma Info	Acceptable for Regents Diploma Graduation Requirement and Required for the 3 & 5 Unit Sequence in Music Education.			

Course ID	Course Name	Duration	Credit	Grade
20903	CONCERT BAND	1 Year	1 Credit	9-12
Course Description	This is a "non-audition" instrumental ensemble. Enrollment in the Concert Band is accompanied by an obligatory enrollment in the Marching Band. Requirements include (as allowed by New York State Education Department rules and regulations): Marching Band Summer Clinic and Rehearsals, performances at all home football games and school-sponsored parades, the participation in two evening concerts as well as other school-sponsored performance opportunities (including NYSSMA Majors). Instrumental lessons, NYSSMA Solo Festival, NYSSMA Majors Festival and All-County Festivals are extensions of this course and a part of the Music Curriculum Program and will be taught during a small-group lesson period.			
Prerequisites	Teacher Recommendation.			
Disclaimer	Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student's grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment.			
Diploma Info	Acceptable for Regents Diploma Graduation Requirement and Required for the 3 & 5 Unit Sequence in Music Education.			

MARCHING BAND COMMITMENT:
 Students any Instrumental Ensemble (including Color Guard) should also be advised that the majority of the Fall semester assessment/grading, is based on attendance at Marching Band rehearsals, performances, parades and the summer clinic. A Term Paper alternative assessment will be available for students with legitimate rationale for the inability to participate in the Marching Band. NOTE: Participation in the Marching Band is a requirement for all instrumentalists enrolled in any instrumental ensemble.

Central Islip Union Free School District – K-12 District Music Curriculum

Course ID	Course Name	Duration	Credit	Grade
#####	SYMPHONIC BAND	1 Year	1 Credit	9-12
Course Description	Enrollment in the Symphonic Band is accompanied by an obligatory enrollment in the Marching Band. Requirements include (as allowed by New York State Education Department rules and regulations): Marching Band Summer Clinic and Rehearsals, performances at all home football games and school-sponsored parades, the participation in two evening concerts as well as other school-sponsored performance opportunities (including NYSSMA Majors). Instrumental lessons, NYSSMA Solo Festival, NYSSMA Majors Festival and All-County Festivals are extensions of this course and a part of the Music Curriculum Program and will be taught during a small-group lesson period.			
Prerequisites	Audition and Teacher Recommendation.			
Disclaimer	Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student's grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment. Written alternative assessments will be available for legitimate waivers.			
Diploma Info	Acceptable for Regents Diploma Graduation Requirement and Required for the 3 & 5 Unit Sequence in Music Education.			

Course ID	Course Name	Duration	Credit	Grade
20921	WIND ENSEMBLE	1 Year	1 Credit	9-12
Course Description	This is an auditioned group of highly select and serious student musicians interested in performing extremely challenging classical literature. Students must maintain high academic and discipline standards and demonstrate the attitude of professional musicians. Enrollment in the Wind Ensemble is accompanied by an obligatory enrollment in the Marching Band. Requirements include (as allowed by New York State Education Department rules and regulations): Marching Band Summer Clinic and rehearsals, performances at all home football games and school-sponsored parades, participation in two evening concerts, as well as other school-sponsored performance opportunities (including NYSSMA Majors). Instrumental Lessons, NYSSMA Solo Festival, NYSSMA Majors Festival and All-County Festivals are extensions of this course and a part of the Music Curriculum Program and will be taught during a small-group lesson period.			
Prerequisites	Audition and Teacher Recommendation			
Disclaimer	Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student's grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment.			
Diploma Info	Acceptable for Regents Diploma Graduation Requirement and Required for the 3 & 5 Unit Sequence in Music Education.			

MARCHING BAND COMMITMENT:

Students any Instrumental Ensemble (including Color Guard) should also be advised that the majority of the Fall semester assessment/grading, is based on attendance at Marching Band rehearsals, performances, parades and the summer clinic. A Term Paper alternative assessment will be available for students with legitimate rationale for the inability to participate in the Marching Band. NOTE: Participation in the Marching Band is a requirement for all instrumentalists enrolled in any instrumental ensemble.

Central Islip Union Free School District – K-12 District Music Curriculum

HS Musical Exploratory Courses

Musical Exploratory Courses are all NOT acceptable for Regents Diploma Graduation Requirement and MAY NOT be used for The Sequence in Music Education. Musical Exploratory Courses are for 10th, 11th and 12th Graders only. Freshmen are not permitted to enroll in these exploratory courses.

Course ID	Course Name	Duration	Credit	Grade
20930	BEGINNING PIANO (A/B)	½ Year	½ Credit	10-12
Course Description	Beginning Piano is an introductory course in piano playing. Students will learn basic piano methods through short musical excerpts from the standard keyboard literature. Students will learn how to play the piano and how to read music in both the treble and bass clefs. Instruction will include basic music theory, rhythmic notation and keyboard harmony. Students are assessed/graded on both performance aptitude and written exams including quarterlies, a mid-term exam and a final exam. No prior musical experience is necessary to enroll in this course.			
Prerequisites	10 th , 11 th or 12 th Graders with Teacher Recommendation. Freshmen are NOT permitted to take this course			
Diploma Info	Elective Credit Only. Musical Exploratory Courses are NOT Acceptable for Regents Diploma Graduation Requirement and Cannot be used to satisfy requirements for the 3 & 5 Unit Sequence in Music Education.			

Course ID	Course Name	Duration	Credit	Grade
20931	ADVANCED PIANO (A/B)	½ Year	½ Credit	10-12
Course Description	Advanced Piano is a continuation of Beginning Piano. Students will continue on to advance methods through short musical excerpts from the standard keyboard literature. Students will continue to learn how to play the piano and how to read music in both the treble and bass clefs. Instruction will include basic music theory, rhythmic notation and keyboard harmony. Students are assessed/graded on both performance aptitude and written exams including quarterlies, a mid-term exam and a final exam.			
Prerequisites	Successful Completion of Beginning Piano and Teacher Recommendation			
Diploma Info	Elective Credit Only. Musical Exploratory Courses are NOT Acceptable for Regents Diploma Graduation Requirement and Cannot be used to satisfy requirements for the 3 & 5 Unit Sequence in Music Education.			

Central Islip Union Free School District – K-12 District Music Curriculum

Course ID	Course Name	Duration	Credit	Grade
20932	BEGINNING GUITAR (A/B)	½ Year	½ Credit	10-12
Course Description	Guitar I is an introductory course in playing Acoustic Guitar beginner, having no prior instruction on Acoustic Guitar. Class instruction will include basic TAB/Chord notation recognition, “12 Bar Blues”, popular music with concentration in the “Classic Rock” Era. All students participating in this course are expected to sing. Students are assessed/graded on both performance aptitude and written exams including quarterlies, a mid-term exam and a final exam.			
Prerequisites	10 th , 11 th or 12 th Graders with Teacher Recommendation. Freshmen are NOT permitted to take this course			
Diploma Info	Elective Credit Only. Musical Exploratory Courses are NOT Acceptable for Regents Diploma Graduation Requirement and Cannot be used to satisfy requirements for the 3 & 5 Unit Sequence in Music Education.			

Course ID	Course Name	Duration	Credit	Grade
20933	ADVANCED GUITAR (A/B)	½ Year	½ Credit	10-12
Course Description	Advanced Guitar is a continuation of Beginning Guitar. This course is designed for the advanced guitarist covering the following: advanced Blues progression, scales, improvisation, power chords, Barre chords, finger picking, seventh chords and song writing. All students participating in Advanced Guitar are expected to sing. Students are assessed/graded on both performance aptitude and written exams including quarterlies, a mid-term exam and a final exam.			
Prerequisites	Beginning Guitar and Teacher Recommendation			
Diploma Info	Elective Credit Only. Musical Exploratory Courses are NOT Acceptable for Regents Diploma Graduation Requirement and Cannot be used to satisfy requirements for the 3 & 5 Unit Sequence in Music Education.			



Central Islip Union Free School District – K-12 District Music Curriculum

PERFORMANCE BASED ASSESSMENT RUBRICS

All performance-based assessments will utilize the New York State School Music Association's (NYSSMA) official evaluation rubric festival evaluation sheets. All performance-based assessments receive a subjective grade in addition to objective comments. Both used in concert to promote student growth and gains.

NOTICE: NYSSMA Evaluation Sheets are the property of and are copyrighted by NYSSMA. They are intended for use at NYSSMA sanctioned festivals. NYSSMA has created and maintains the quality of the Evaluation Sheets at considerable expense. They may be duplicated for use in instructional settings without specific permission, but cannot be duplicated for use in other evaluation festivals, which are not sanctioned by NYSSMA without the expressed written permission of the NYSSMA Executive Director.

Central Islip's performance-based assessments fall under NYSSMA's "may be duplicated for use in instructional settings without specific permission" clause and therefore all of the information (while still property of NYSSMA) is used by indirect permission.

Grading/Conversion Scale:

5th – 8th Grade Total = 28 Total Possible Points

- 28 Points = A+ or 100%
- 27 Points = A or 96%
- 26 Points = A- or 93%
- 25 Points = B+ or 89%
- 24 Points = B or 82%
- 23 Points = B- or 79%
- 21-22 Points = C+ or 75%
- 20-21 Points = C or 72%
- 18-19 Points = C- or 70%
- 12-17 Points = D or 68%
- <12 Points = F or 0%

9th – 12th Grade Total = 100 Total Possible Points.

While on a numerical grading system, student's numerical achievement will equal their assessment grade. Should the High School move to letter grading system, the conversion table below will represent the student's assessment grade.

- 97-100 Points = A+
- 93-96 Points = A
- 90-92 Points = A-
- 87-89 Points = B+
- 83-86 Points = B
- 80-82 Points = B-
- 77-79 Points = C+
- 73-76 Points = C
- 70-72 Points = C-
- 67-69 Points = D+
- 63-66 Points = D
- 60-62 Points = D-
- < 59 Points = F

5th – 8th Grade Vocal Performance Based Assessment Form

Adjudicator's Evaluation

SOLO EVALUATION

	4	3	2	1
TONE.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality			<input type="checkbox"/>	
Consistency			<input type="checkbox"/>	
Projection			<input type="checkbox"/>	
INTONATION.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TECHNIQUE.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breath Control			<input type="checkbox"/>	
Flexibility			<input type="checkbox"/>	
Posture			<input type="checkbox"/>	
Appropriate Range			<input type="checkbox"/>	
DICTION.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vowels			<input type="checkbox"/>	
Consonants			<input type="checkbox"/>	
Naturalness			<input type="checkbox"/>	
ACCURACY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of Notes			<input type="checkbox"/>	
Accuracy of Rhythms			<input type="checkbox"/>	
Steadiness of Rhythms			<input type="checkbox"/>	
Pulse			<input type="checkbox"/>	
INTERPRETATION.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamics			<input type="checkbox"/>	
Style			<input type="checkbox"/>	
Tempo			<input type="checkbox"/>	
Phrasing			<input type="checkbox"/>	
Expression			<input type="checkbox"/>	
Artistry			<input type="checkbox"/>	
Stage Presence			<input type="checkbox"/>	

4 Points = Exceeds Expectation
 3 Points = Meets Expectation
 2 Points = Developing
 1 Point = Needs Improvement

Adjudicator's Comments

BASIC PROFICIENCY EVALUATION

	4	3	2	1	0
SIGHTREADING.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of Dynamics			<input type="checkbox"/>		
Accuracy of Notes			<input type="checkbox"/>		
Accuracy of Rhythm			<input type="checkbox"/>		
TOTAL POINTS SCORED	<input style="width: 100px; height: 30px;" type="text"/>				

9th – 12th Grade Vocal Performance Based Assessment Form

Adjudicator's Evaluation

Adjudicator's Comments

SOLO EVALUATION

TONE 0-20

Quality

Consistency

Projection

INTONATION 0-10

TECHNIQUE 0-15

Breath Control

Flexibility

Posture

Appropriate Range

DICTION 0-10

Vowels

Consonants

Naturalness

ACCURACY 0-15

Accuracy of Notes

Accuracy of Rhythms

Steadiness of Rhythms

Pulse

INTERPRETATION 0-20

Dynamics

Style

Tempo

Phrasing

Expression

Artistry

Stage Presence

BASIC PROFICIENCY EVALUATION

SIGHTREADING 0-10

Accuracy of Dynamics

Accuracy of Notes

Accuracy of Rhythm

TOTAL POINTS SCORED

5th – 8th Grade Brass-Woodwind Performance Based Assessment Form

Adjudicator's Evaluation		4	3	2	1	Adjudicator's Comments
SOLO EVALUATION						
TONE		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quality					<input type="checkbox"/>	
Control/Focus					<input type="checkbox"/>	
Breath Support					<input type="checkbox"/>	
Projection					<input type="checkbox"/>	
Vibrato (where appropriate)					<input type="checkbox"/>	
Embouchure					<input type="checkbox"/>	
Posture					<input type="checkbox"/>	
INTONATION		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tuning (accompanied)					<input type="checkbox"/>	
Tonality					<input type="checkbox"/>	
TECHNIQUE		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tonguing					<input type="checkbox"/>	
Facility					<input type="checkbox"/>	
Flexibility					<input type="checkbox"/>	
ACCURACY		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Articulation					<input type="checkbox"/>	
Accuracy of Notes					<input type="checkbox"/>	
Accuracy of Rhythms					<input type="checkbox"/>	
Steadiness of Rhythms					<input type="checkbox"/>	
Pulse					<input type="checkbox"/>	
INTERPRETATION		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dynamics					<input type="checkbox"/>	
Style					<input type="checkbox"/>	
Tempo					<input type="checkbox"/>	
Phrasing					<input type="checkbox"/>	
Expression					<input type="checkbox"/>	
Artistry					<input type="checkbox"/>	
 BASIC PROFICIENCY EVALUATION						
		4	3	2	1	0
SCALES		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
SIGHT READING		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of Notes						<input type="checkbox"/>
Accuracy of Rhythm						<input type="checkbox"/>
Accuracy of Articulation						<input type="checkbox"/>
Accuracy of Dynamics						<input type="checkbox"/>
TOTAL POINTS SCORED						

4 Points = Exceeds Expectation
 3 Points = Meets Expectation
 2 Points = Developing
 1 Point = Needs Improvement

9th – 12th Grade Brass-Woodwind Performance Based Assessment Form

Adjudicator's Evaluation		Adjudicator's Comments
<i>SOLO EVALUATION</i>		
TONE0 -20	<input type="checkbox"/>	
Quality	<input type="checkbox"/>	
Control/Focus	<input type="checkbox"/>	
Breath Support	<input type="checkbox"/>	
Projection	<input type="checkbox"/>	
Vibrato (where appropriate)	<input type="checkbox"/>	
Embouchure	<input type="checkbox"/>	
Posture	<input type="checkbox"/>	
INTONATION ... 0 - 10 .	<input type="checkbox"/>	
Tuning (accompanied)	<input type="checkbox"/>	
Tonality	<input type="checkbox"/>	
TECHNIQUE 0 - 20	<input type="checkbox"/>	
Tonguing	<input type="checkbox"/>	
Facility	<input type="checkbox"/>	
Flexibility	<input type="checkbox"/>	
ACCURACY 0 - 15 .	<input type="checkbox"/>	
Articulation	<input type="checkbox"/>	
Accuracy of Notes	<input type="checkbox"/>	
Accuracy of Rhythms .	<input type="checkbox"/>	
Steadiness of Rhythms	<input type="checkbox"/>	
Pulse	<input type="checkbox"/>	
INTERPRETATION 0 -20	<input type="checkbox"/>	
Dynamics	<input type="checkbox"/>	
Style	<input type="checkbox"/>	
Tempo	<input type="checkbox"/>	
Phrasing	<input type="checkbox"/>	
Expression	<input type="checkbox"/>	
Artistry	<input type="checkbox"/>	
<i>BASIC PROFICIENCY EVALUATION</i>		
SCALES 0 - 5	<input type="checkbox"/>	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<input type="checkbox"/>	
SIGHT READING 0 - 10	<input type="checkbox"/>	
Accuracy of Notes	<input type="checkbox"/>	
Accuracy of Rhythm .	<input type="checkbox"/>	
Accuracy of Articulation	<input type="checkbox"/>	
Accuracy of Dynamics	<input type="checkbox"/>	
TOTAL POINTS SCORED .	<input type="checkbox"/>	

5th – 8th Grade Snare Drum Performance Based Assessment Form

Adjudicator's Evaluation						Adjudicator's Comments
SOLO EVALUATION		4	3	2	1	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TONE						
Playing Area			<input type="checkbox"/>			
Head Tension			<input type="checkbox"/>			
Snare Tension			<input type="checkbox"/>			
Choice of Sticks			<input type="checkbox"/>			
Choice of Instrument			<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TECHNIQUE						
Hand Position			<input type="checkbox"/>			
Stick Control			<input type="checkbox"/>			
Evenness of Rolls			<input type="checkbox"/>			
Articulation			<input type="checkbox"/>			
Extraneous Sounds			<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ACCURACY						
Accuracy of Rhythm			<input type="checkbox"/>			
Pulse			<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
INTERPRETATION						
Tempo			<input type="checkbox"/>			
Accents			<input type="checkbox"/>			
Dynamics			<input type="checkbox"/>			
Sticking			<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MUSICIANSHIP						
Style			<input type="checkbox"/>			
Phrasing and Expression			<input type="checkbox"/>			
Artistry			<input type="checkbox"/>			
BASIC PROFICIENCY EVALUATION		4	3	2	1	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RUDIMENTS						
Long Roll			<input type="checkbox"/>			
Rudiment #1			<input type="checkbox"/>			
Rudiment #2			<input type="checkbox"/>			
Rudiment #3			<input type="checkbox"/>			
Tempo (MM)			<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SIGHTREADING						
Accuracy of Rhythm			<input type="checkbox"/>			
Accuracy of Tempo			<input type="checkbox"/>			
Accuracy of Dynamics			<input type="checkbox"/>			
TOTAL POINTS SCORED		<input style="width: 40px; height: 20px;" type="text"/>				

4 Points = Exceeds Expectation
 3 Points = Meets Expectation
 2 Points = Developing
 1 Point = Needs Improvement

9th – 12th Grade Snare Drum Performance Based Assessment Form

Adjudicator’s Evaluation

Adjudicator’s Comments

SOLO EVALUATION

TONE	0-15	<input type="checkbox"/>	<input type="checkbox"/>
Playing Area		<input type="checkbox"/>	
Head Tension		<input type="checkbox"/>	
Snare Tension		<input type="checkbox"/>	
Choice of Sticks		<input type="checkbox"/>	
Choice of Instrument		<input type="checkbox"/>	
TECHNIQUE	0-15	<input type="checkbox"/>	<input type="checkbox"/>
Hand Position		<input type="checkbox"/>	
Stick Control		<input type="checkbox"/>	
Evenness of Rolls		<input type="checkbox"/>	
Articulation		<input type="checkbox"/>	
Extraneous Sounds		<input type="checkbox"/>	
ACCURACY	0-15	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of Rhythm		<input type="checkbox"/>	
Pulse		<input type="checkbox"/>	
INTERPRETATION	0-20	<input type="checkbox"/>	<input type="checkbox"/>
Tempo		<input type="checkbox"/>	
Accents		<input type="checkbox"/>	
Dynamics		<input type="checkbox"/>	
Sticking		<input type="checkbox"/>	
MUSICIANSHIP	0-15	<input type="checkbox"/>	<input type="checkbox"/>
Style		<input type="checkbox"/>	
Phrasing and Expression		<input type="checkbox"/>	
Artistry		<input type="checkbox"/>	

BASIC PROFICIENCY EVALUATION

RUDIMENTS	0-10	<input type="checkbox"/>	<input type="checkbox"/>
Long Roll		<input type="checkbox"/>	
Rudiment #1		<input type="checkbox"/>	
Rudiment #2		<input type="checkbox"/>	
Rudiment #3		<input type="checkbox"/>	
Tempo (MM)		<input type="checkbox"/>	
SIGHTREADING	0-10	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of Rhythm		<input type="checkbox"/>	
Accuracy of Tempo		<input type="checkbox"/>	
Accuracy of Dynamics		<input type="checkbox"/>	

TOTAL POINTS SCORED

5th – 8th Grade Mallet Percussion Performance Based Assessment Form

	Adjudicator's Evaluation		Adjudicator's Comments
SOLO EVALUATION	4 3 2 1		
TONE	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Paying Area		<input type="checkbox"/>	
Stroke		<input type="checkbox"/>	
Choice of Mallets		<input type="checkbox"/>	
TECHNIQUE	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Hand Position		<input type="checkbox"/>	
Mallet Control		<input type="checkbox"/>	
Evenness of Rolls		<input type="checkbox"/>	
Articulation		<input type="checkbox"/>	
Extraneous Sounds		<input type="checkbox"/>	
Damping		<input type="checkbox"/>	
ACCURACY	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Accuracy of Notes		<input type="checkbox"/>	
Accuracy of Rhythm		<input type="checkbox"/>	
Pulse		<input type="checkbox"/>	
INTERPRETATION	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Tempo		<input type="checkbox"/>	
Accents		<input type="checkbox"/>	
Dynamics		<input type="checkbox"/>	
Sticking		<input type="checkbox"/>	
MUSICIANSHIP ...	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Style		<input type="checkbox"/>	
Phrasing and Expression		<input type="checkbox"/>	
Artistry		<input type="checkbox"/>	
BASIC PROFICIENCY EVALUATION	4 3 2 1 0		
SCALES and ARPEGGIO ..	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Scale and Arpeggio #1		<input type="checkbox"/>	
Scale and Arpeggio #2		<input type="checkbox"/>	
Scale and Arpeggio #3		<input type="checkbox"/>	
Tempo (MM)		<input type="checkbox"/>	
SIGHT READING	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Accuracy of Notes		<input type="checkbox"/>	
Accuracy of Rhythm		<input type="checkbox"/>	
Accuracy of Tempo		<input type="checkbox"/>	
Accuracy of Dynamics		<input type="checkbox"/>	
TOTAL POINTS SCORED		<input style="width: 30px; height: 30px;" type="text"/>	

4 Points = Exceeds Expectation
 3 Points = Meets Expectation
 2 Points = Developing
 1 Point = Needs Improvement

9th – 12th Grade Mallet Percussion Performance Based Assessment Form

Adjudicator's Evaluation

Adjudicator's Comments

SOLO EVALUATION

TONE0 - 15
 Paying Area
 Stroke
 Choice of Mallets

TECHNIQUE0 - 15
 Hand Position
 Mallet Control
 Eveness of Rolls
 Articulation
 Extraneous Sounds
 Damping

ACCURACY0 - 15
 Accuracy of Notes
 Accuracy of Rhythms
 Pulse

INTERPRETATION0 - 20
 Tempo
 Accents
 Dynamics
 Sticking

MUSICIANSHIP0 - 15
 Style
 Phrasing and Expression
 Artistry

BASIC PROFICIENCY EVALUATION

SCALES and ARPEGGIO 0 - 10
 Scale and Arpeggio #1
 Scale and Arpeggio #2
 Scale and Arpeggio #3
 Tempo (MM)

SIGHT READING0 -10 ...
 Accuracy of Notes
 Accuracy of Rhythm
 Accuracy of Tempo
 Accuracy of Dynamics

TOTAL POINTS SCORED

5th – 8th Grade Timpani Performance Based Assessment Form

Adjudicator's Evaluation						Adjudicator's Comments
SOLO EVALUATION		4	3	2	1	
		<small>4 Points = Exceeds Expectation 3 Points = Meets Expectation 2 Points = Developing 1 Point = Needs Improvement</small>				
TONE		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Intonation			<input type="checkbox"/>			
Accuracy of Pitches			<input type="checkbox"/>			
Head Compassing			<input type="checkbox"/>			
Playing Area			<input type="checkbox"/>			
Stroke			<input type="checkbox"/>			
Choice of Mallets			<input type="checkbox"/>			
TECHNIQUE		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hand Position			<input type="checkbox"/>			
Mallet Control			<input type="checkbox"/>			
Evenness of Rolls			<input type="checkbox"/>			
Articulation			<input type="checkbox"/>			
Extraneous Sounds			<input type="checkbox"/>			
Muffling			<input type="checkbox"/>			
ACCURACY		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accuracy of Notes			<input type="checkbox"/>			
Accuracy of Rhythm			<input type="checkbox"/>			
Pulse			<input type="checkbox"/>			
INTERPRETATION		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tempo			<input type="checkbox"/>			
Accents			<input type="checkbox"/>			
Dynamics			<input type="checkbox"/>			
Sticking			<input type="checkbox"/>			
MUSICIANSHIP		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Style			<input type="checkbox"/>			
Phrasing and Expression			<input type="checkbox"/>			
Artistry			<input type="checkbox"/>			
BASIC PROFICIENCY EVALUATION						
		4	3	2	1	0
RUDIMENTS		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roll			<input type="checkbox"/>			
Interval #1			<input type="checkbox"/>			
Interval #2			<input type="checkbox"/>			
Time Limit			<input type="checkbox"/>			
SIGHTREADING						
Accuracy of Notes			<input type="checkbox"/>			
Accuracy of Rhythm			<input type="checkbox"/>			
Accuracy of Tempo			<input type="checkbox"/>			
Accuracy of Dynamics			<input type="checkbox"/>			
TOTAL POINTS SCORED		<input style="width: 40px; height: 20px;" type="text"/>				

9th – 12th Grade Timpani Performance Based Assessment Form

Adjudicator's Evaluation

Adjudicator's Comments

SOLO EVALUATION

TONE	0-15	<input type="checkbox"/>	<input type="checkbox"/>
Intonation		<input type="checkbox"/>	
Accuracy of Pitches		<input type="checkbox"/>	
Head Compassing		<input type="checkbox"/>	
Playing Area		<input type="checkbox"/>	
Stroke		<input type="checkbox"/>	
Choice of Mallets		<input type="checkbox"/>	
TECHNIQUE	0-15	<input type="checkbox"/>	<input type="checkbox"/>
Hand Position		<input type="checkbox"/>	
Mallet Control		<input type="checkbox"/>	
Evenness of Rolls		<input type="checkbox"/>	
Articulation		<input type="checkbox"/>	
Extraneous Sounds		<input type="checkbox"/>	
Muffling		<input type="checkbox"/>	
ACCURACY	0-15	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of Notes		<input type="checkbox"/>	
Accuracy of Rhythm		<input type="checkbox"/>	
Pulse		<input type="checkbox"/>	
INTERPRETATION	0-20	<input type="checkbox"/>	<input type="checkbox"/>
Tempo		<input type="checkbox"/>	
Accents		<input type="checkbox"/>	
Dynamics		<input type="checkbox"/>	
Sticking		<input type="checkbox"/>	
MUSICIANSHIP	0-15	<input type="checkbox"/>	<input type="checkbox"/>
Style		<input type="checkbox"/>	
Phrasing and Expression		<input type="checkbox"/>	
Artistry		<input type="checkbox"/>	

BASIC PROFICIENCY EVALUATION

BASICS	0-10	<input type="checkbox"/>	<input type="checkbox"/>
Roll		<input type="checkbox"/>	
Interval #1		<input type="checkbox"/>	
Interval #2		<input type="checkbox"/>	
Time Limit		<input type="checkbox"/>	
SIGHTREADING	0-10	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of Notes		<input type="checkbox"/>	
Accuracy of Rhythm		<input type="checkbox"/>	
Accuracy of Tempo		<input type="checkbox"/>	
Accuracy of Dynamics		<input type="checkbox"/>	
TOTAL POINTS SCORED		<input type="checkbox"/>	<input type="checkbox"/>