

ARCADIA PUBLIC SCHOOLS

Music Curriculum

Music Philosophy

The purpose of music education is to provide students with the ability to create, perform, and respond to music. Music education should provide students with the opportunity to express their creativity through voice, instruments, and movement. Students will develop social skills while being in music classes as they work with peers and leaders around them. Music education also provides students with supplemental learning to other classes that give students the knowledge about the history and different cultures of the world. Music classes provide students with a creative outlet with themselves or peers, an opportunity to learn about different cultures, and some history behind the music, and most importantly, a sense of belonging when working together as a group.

Music Exit Outcomes

By the end of the twelfth grade, students at Arcadia Public Schools will be able to....

1. Sing, alone and with others, a varied repertoire of music.
 - a. Use singing techniques such as singing solfege, counting rhythms, and sight singing basic melodies.
 - b. Use proper, healthy vocal techniques such as proper posture, breathing, and voice care
2. Play instrumental repertoire, alone and with others.
 - a. Transfer warmups such as scales, arpeggios, long tones to repertoire in order to play more efficiently
3. Creating Music
 - a. Use digital audio software to compose or arrange music
 - b. Use basic music theory to help understand how music is created
 - c. Use musical elements to make their music convey emotions or feelings.
4. Reading Music Notation
 - a. Understand what music notation represents while playing or singing music.
5. Listen to and respond to/evaluate music.
 - a. Analyze music based on elements such as pitch, rhythm, texture, etc.
 - b. Reflect on one's own performance in an effective manner that focuses on music.
6. Understand music in relation to history and culture.
 - a. Retain knowledge of composers who made an impact on music
 - b. Be able to identify music from different cultures or parts of the world.

Music Strands

1. Vocal Performance
2. Instrumental Performance
3. Creating Music
4. Reading Music Notation
5. Responding to/Evaluating Music
6. Historical and Cultural Significance

Music Curriculum Matrix

1. Vocal Performance

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

Identifier	Objective									
		K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal
1.17	Sing with expression and technical accuracy a large, more difficult and varied repertoire of vocal literature, including some songs performed from memory.									<i>I, M</i>
1.18	Sing music written in 4 parts, with or without accompaniment.									<i>I, M</i>
1.19	Demonstrate well-developed ensemble skills.									<i>I, M</i>
1.20	Sing in small ensembles with one student to a part.									<i>I, M</i>
1.21	Learn songs using solfege	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>				<i>M</i>
1.22	Sight sing songs using techniques that emphasize sight singing and rhythm reading.				<i>I</i>	<i>D</i>				<i>M</i>

2. Instrumental Performance

		K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal
2.1	Perform on pitch on a musical instrument.						<i>I</i>	<i>D</i>	<i>M</i>	
2.2	Perform on rhythm on a musical instrument or body percussion.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.3	Perform on a musical instrument with appropriate dynamics and timbre.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.4	Perform on a musical instrument or body percussion with a steady tempo.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.5	Perform easy rhythmic patterns on classroom instruments.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.6	Perform easy melodic patterns on classroom instruments.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.7	Perform a varied repertoire of music.						<i>I</i>	<i>D</i>	<i>M</i>	
2.8	Perform music representing different genres and styles.						<i>I</i>	<i>D</i>	<i>M</i>	
2.9	Echo short rhythms.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>		
2.10	Echo short melodic patterns.				<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>		
2.11	Perform in groups, blending instrumental timbre.						<i>I</i>	<i>D</i>	<i>M</i>	
2.12	Perform in groups, matching dynamic levels.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.13	Perform in groups, responding to cues of a conductor.						<i>I</i>	<i>D</i>	<i>M</i>	
2.14	Perform independent instrumental parts while others sing or play contrasting parts.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.15	Perform on at least one instrument accurately and independently, alone or in small groups.						<i>I</i>	<i>D</i>	<i>M</i>	
2.16	Perform with good posture.						<i>I</i>	<i>D</i>	<i>M</i>	
2.17	Perform with good playing position.						<i>I</i>	<i>D</i>	<i>M</i>	
2.18	Perform with good breath, stick, or bow control.						<i>I</i>	<i>D</i>	<i>M</i>	
2.19	Perform with expression and technical accuracy on at least one string, wind, or percussion instrument.						<i>I</i>	<i>D</i>	<i>M</i>	
2.20	Perform music representing different genres and styles with appropriate expression.						<i>I</i>	<i>D</i>	<i>M</i>	

Identifier	Objective									
		K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal
2.21	Play by ear simple melodies on a melodic instrument.						<i>I</i>	<i>D</i>	<i>M</i>	
2.22	Play solos, some from memory.							<i>I</i>	<i>M</i>	
2.23	Perform an appropriate part in an ensemble, showing good ensemble skills.						<i>I</i>	<i>D</i>	<i>M</i>	
2.24	Perform in small ensembles with one student to a part.								<i>I, M</i>	

3. Creating Music

		K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal
3.1	Create and arrange music to accompany readings or dramatizations.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.2	Create and arrange short songs and instrumental pieces with specified guidelines.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.3.	Use a variety of sound sources when composing.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.4	Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.5	Compose short pieces that are able to be played by the student or small ensemble								<i>I, M</i>	<i>I, M</i>
3.6	Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve balance.							<i>I</i>	<i>M</i>	<i>M</i>
3.7	Arrange simple pieces for voice or instruments other than those for which the pieces were written.								<i>I, M</i>	<i>I, M</i>
3.8	Use a variety of traditional and nontraditional sound sources when composing or arranging.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.9	Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.10	Compose and arrange music for voices and traditional acoustic and electronic instruments demonstrating knowledge of the ranges and traditional uses of the sound sources.								<i>I, M</i>	<i>I, M</i>
3.11	Use basic music theory to arrange and create music that follows basic theory				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.12	Use Technology to create music from standard notation software						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.13	Use Digital audio software to create short pieces with loops or recordings						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.14	Incorporate rhythm and pitch in order to start improvising over a rhythm								<i>I, M</i>	<i>I, M</i>
3.15	Improvise musical answers to short phrases given to students by the teacher				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
3.16	Create rhythms for other students to perform on unpitched percussion				<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>		

4. Reading and Notating Music

4.1	Read whole notes and rests in 4/4 time.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
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Identifier	Objective									
		K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal
4.2	Read dotted half notes and rests in 3/4 and 4/4 time.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.3	Read half notes and rests in 2/4, 3/4, 4/4, and cut time.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.4	Read quarter notes and rests in 2/4, 3/4, 4/4, and cut time.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.5	Read eighth notes and rests in 2/4, 3/4, 4/4, and cut time.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.6	Use a system (syllables, letters, or numbers) to read simple pitch notation on the treble clef in major keys.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.7	Identify symbols and traditional terms relating to dynamics and interpret them correctly when performing.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.8	Identify symbols and traditional terms relating to tempo and interpret them correctly when performing.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.9	Identify symbols and traditional terms relating to articulation and interpret them correctly when performing.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.10	Identify symbols that represent the notation of rhythms of eighth, quarter, and half notes.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>		
4.11	Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.12	Read dotted half notes and rests in 6/8 time.							<i>I</i>	<i>M</i>	<i>M</i>
4.13	Read dotted quarter notes and rests in 6/8, 3/8 time.							<i>I</i>	<i>M</i>	<i>M</i>
4.14	Read eighth notes and rests in 6/8, 3/8 time.							<i>I</i>	<i>M</i>	<i>M</i>
4.15	Read sixteenth notes and rests in 4/4, 3/4, 2/4, 6/8, 3/8, and cut time.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.16	Read dotted notes and rests in 4/4, 3/4, 2/4, 6/8, 3/8, and cut time.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.17	Read at sight simple melodies in both the treble and bass clefs.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.18	Identify and define standard notation symbols for pitch.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.19	Identify and define standard notation symbols for rhythm.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.20	Identify and define standard notation symbols for dynamics.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.21	Identify and define standard notation symbols for tempo.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.22	Identify and define standard notation symbols for articulation.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.23	Identify and define standard notation symbols for expression.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.24	Use standard notation to record their musical ideas and the ideas of others.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
4.25	Sight read accurately and expressively.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>

5. Responding to/Evaluating Music

5.1	Identify simple musical forms when presented aurally.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.2	Demonstrate perceptual skills by moving to music.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>				
5.3	Demonstrate perceptual skills by answering questions about music.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.4	Demonstrate perceptual skills by describing aural examples of music.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>

Identifier	Objective	K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal
5.5	Use appropriate terminology in explaining music, music notation, music instruments, voices, and music performances.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.6	Identify the sounds of various instruments.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.7	Identify the sounds of different voices (e.g., child male, child female, adult male, adult female).	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>				
5.8	Identify the sounds of instruments and voices from different cultures.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>				
5.9	Respond to music through purposeful movement to selected prominent musical characteristics or specific musical events.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>				
5.10	Describe specific musical events in a given musical example using appropriate terminology.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.11	Analyze the use of elements of music in aural examples representing diverse genres and cultures.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.12	Analyze music showing knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.13	Demonstrate extensive knowledge of the technical vocabulary of music.						<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.14	Compare and contrast different pieces of music.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.15	Devise criteria for evaluating performances.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.16	Devise criteria for evaluating compositions.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.17	Explain, using appropriate musical terminology, their personal preferences for specific musical works and styles.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.18	Utilize developed criteria for performances and compositions in their own listening or performing.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
5.19	Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>

6. Historical and Cultural Significance

6.1	Identify by style or genre aural examples of music from various historical periods and cultures.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.2	Describe in general terms how elements of music are used in music examples from various cultures of the world.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.3	Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.4	Identify and describe roles of musicians in various music settings and cultures.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.5	Demonstrate audience behavior appropriate for the context and style of music performed.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>

Identifier	Objective	K	1st	2nd	3rd	4th	5th Band	6th Band	Band	Vocal
6.6	Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.7	Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.								<i>I, M</i>	<i>I, M</i>
6.8	Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.9	Identify various roles that musicians perform, cite representative individuals who have functioned in each role and describe their activities and achievements.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>
6.10	Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.								<i>I, M</i>	<i>I, M</i>

Approved: June 13, 2022