



Knob Noster R-VIII School District

We exist to empower learning through success for every student.

Music Curriculum

Table of Contents

Missouri Learning Standards:

[Click Here for the current Missouri Learning Standards](#)

[Music Priority Standards \(Quick Look\)](#)

[KG](#)

[1st Grade](#)

[2nd Grade](#)

[3rd Grade](#)

[4th Grade](#)

[5th Grade Vocal Music](#)

[6th Grade Vocal Music](#)

[6th Grade Band](#)

[7th Grade Vocal Music](#)

[7th Grade Band](#)

[8th Grade Vocal Music](#)

[8th Grade Band](#)

[MS Jazz Band](#)

[HS Choir](#)

[HS Band](#)



Music Curriculum

[HS Jazz Band](#)

[HS Flags](#)

[HS Show Choir](#)

[HS Concert Choir](#)

[KG Year At-A-Glance:](#)

[Kindergarten](#)

[Use singing, speaking, whispering, and shouting voices.](#)

[Distinguish/Perform on instruments using two dynamic levels - soft and loud.](#)

[Echo simple rhythms \(long and short sounds\).](#)

[Perform in groups following cues of the conductor.](#)

[Read icons for long and short sounds and silence in duple meter.](#)

[Distinguish between same and different.](#)

[Respond and move to aural examples of music - sound and silence.](#)

[Identify and demonstrate appropriate listening behavior during a classroom or outside performance.](#)

[Perform a varied repertoire of music.](#)

[Keeping a steady beat with various repertoire](#)

[1st Grade Year At-A-Glance:](#)

[1st Grade](#)

[Use a singing voice with a head tone.](#)

[Perform in groups using a steady beat and following cues of the conductor.](#)

[Improvise short rhythmic patterns.](#)

[Read simple rhythm patterns consisting of quarter note/rest and eighth-note pairs.](#)

[Distinguish between musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, up/down.](#)

[Discuss and demonstrate appropriate listening behavior for various types of performances.](#)

[Perform a varied repertoire of music.](#)

[Recognize music of now and long ago.](#)

[2nd Grade Year At-A-Glance:](#)

[2nd Grade](#)

[Apply accurate pitch relationships while singing in a limited range.](#)

[Demonstrate appropriate singing posture.](#)

[Perform in groups following cues of the conductor.](#)

[Read simple rhythm patterns consisting of whole note/rest, quarter note/rest, half note/rest, and eighth- note pairs.](#)

[Identify p for piano and f for forte.](#)

[Recognize basic forms and composition techniques: question/answer call/response, AB, repeated patterns, ostinati, verse/refrain, repeat sign, and introduction](#)

[Discuss and demonstrate appropriate listening behavior for various types of performances.](#)

[Perform a varied repertoire of music.](#)

[Perform ostinati.](#)

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

[Create rhythmic compositions using icons.](#)

[Create a phrase by arranging rhythms.](#)

[3rd Grade Year At-A-Glance:](#)

[3rd Grade](#)

[Apply accurate pitch relationships while singing in a limited range.](#)

[Perform in groups, matching tempo and dynamic changes, following the cues of the conductor.](#)

[Read simple rhythm patterns consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, and dotted half notes.](#)

[Perform ostinati and rounds](#)

[Visually and aurally identify instrument families.](#)

[Discuss and demonstrate appropriate listening behavior for various types of performances.](#)

[Perform a varied repertoire of music.](#)

[4th Grade](#)

[Match pitch in an extended range.](#)

[Demonstrate characteristic timbre, dynamics, and rhythmic accuracy in time during group performance and independently, following the cues of the conductor.](#)

[Read and perform at least three pitches on a melodic instrument.](#)

[Read and perform rhythmic pattern: whole note/rest, quarter note/rest, half note/rest, eighth note/rest pairs, dotted half note, and sixteenth notes.](#)

[Identify standard pitch notation in the treble clef.](#)

[Discuss and demonstrate appropriate listening behavior for various types of performances.](#)

[Perform a varied repertoire of music.](#)

[5th Grade Vocal Music Year At-A-Glance:](#)

[5th Grade Vocal Music](#)

[Sing in tune using two and three-part rounds and partner songs.](#)

[Demonstrate steady beat.](#)

[Echo short rhythmic and melodic patterns on classroom instruments.](#)

[Perform a varied repertoire of songs including patriotic folk seasonal including some from memory .](#)

[Identify standard pitch notation in the treble clef, including one ledger line above and below the staff](#)

[Identify accidentals: sharps, flats and natural signs.](#)

[Sight read basic rhythms and melodies.](#)

[Interpret and accurately respond to the conductor's gestures.](#)

[Use breath control and accurate diction while singing](#)

[Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble](#)

[Read and perform rhythms in simple meters with syncopation.](#)

[Read standard rhythmic notation in 2/4, 4/4 and meter signatures with bar lines](#)

[Improvise short rhythmic and melodic patterns.](#)

[Identify and analyze forms and composition techniques](#)

[Describe how elements of music are used in teacher selected examples](#)

[Read standard rhythmic notation in 3/4, 6/8 and meter signatures with bar lines](#)

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

6th Grade Vocal Music

Sing with breath support, postural alignment, rounded vowels, and free vocal tone.

Sing with multiple dynamics using a healthy, free tone.

Interpret and accurately respond to the conductor's gestures.

Sight read basic rhythms and melodies in simple meter

Analyze form.

Maintain part independence in rounds, partner songs, and homophonic music.

6th Grade Band Year At-A-Glance:

6th Grade Band

Assemble instrument correctly

Hold instrument correctly

Characteristic tone production on an instrument

Read and interpret simple rhythms from Rhythm Sheet 1

Read and interpret simple rhythms from Rhythm Sheet 2

Articulation

Read and interpret simple rhythms from Rhythm Sheet 4

Play notes (rudiments) class appropriate

Play melodies to conducting gestures

Identify and interpret signs, symbols and terms class appropriate

7th Grade Vocal Music Year At-A-Glance:

7th/8th Grade Vocal Music

Apply blend, balance, articulation, and dynamics to ensemble singing.

Utilize a free, healthy tone in all dynamics.

Utilize a free, healthy tone in the full range of the voice.

Navigate the passagio and other elements of the changing voice.

Sight read basic rhythms and melodies in simple and complex meters.

Interpret and accurately respond to the conductor's gestures.

7th Grade Band Year At-A-Glance:

7th Grade Band

Class appropriate rhythms (RS 5,6,7,8)

Grade appropriate notes/rudiments

Play grade appropriate music to conducting gestures

Understand/apply ABC Chart

Identify and interpret signs, symbols and terms class appropriate

8th Grade Band Year At-A-Glance:

8th Grade Band

Class appropriate rhythms (RS 9,10)

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

[Grade appropriate notes/rudiments](#)

[Play grade appropriate music to conducting gestures](#)

[Understand/apply ABC Chart](#)

[Identify and interpret signs, symbols and terms class appropriate](#)

[Memorize marching song](#)

[Demonstrate correct marching style](#)

[MS Jazz Band Year At-A-Glance:](#)

[MS Jazz Band](#)

[Class appropriate rhythms](#)

[Understand chord structure](#)

[Improvise simple solos](#)

[Understand jazz styling](#)

[Listening quizzes](#)

[HS Band Year At-A-Glance:](#)

[HS Band](#)

[Class appropriate rhythms \(RS RS 1-10\)](#)

[Grade appropriate notes/rudiments](#)

[Play grade appropriate music to conducting gestures](#)

[Understand/apply ABC Chart](#)

[Identify and interpret signs, symbols and terms class appropriate](#)

[Memorize marching routine](#)

[Memorize marching song](#)

[Demonstrate correct marching style](#)

[HS Jazz Band Year At-A-Glance:](#)

[HS Jazz Band](#)

[Class appropriate rhythms](#)

[Understand chord structure](#)

[Improvise simple solos](#)

[Understand jazz styling](#)

[Listening quizzes](#)

[HS Flags Year At-A-Glance:](#)

[HS Flags](#)

[Memorize field show routines](#)

[Memorize street routine](#)

[Demonstrate basic fundamental moves](#)

[March in step](#)

[Show Choir Year At-A-Glance:](#)

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Show Choir

- Demonstrate appropriate singing posture, breathing habits, diction, and tone production.
- Distinguish between quality and non-quality performance through listening, performing, and self-assessment, and formulate suggestions for improvement.
- Apply vocal techniques required for expressive performances of varied literature in class and in public performances.
- At an appropriate skill level, sight-read (apply musical concepts to) standard notation using chants, mnemonic devices, and/or sol-feg.
- Show emotions and rhythm skills through advanced body movement (choreography).
- Represent self, family, school, and community in an appropriate manner in class and in public performance.

High School Concert Choir

- Demonstrate appropriate singing posture, breathing habits, diction, and tone production.
- Perform (synthesize) multiple sounds by singing rounds, canons, two, three, or four-part choral music.
- Distinguish between quality and non-quality performance through listening, performing, and self-assessment, and formulate suggestions for improvement.
- Apply stylistic elements and techniques needed to perform the music of various genres and cultures in class and in public performances.
- At an appropriate skill level, sight-read (apply musical concepts to) standard notation using chants, mnemonic devices, and/or sol-feg.
- Represent self, family, school, and community in an appropriate manner in class and in public performance.

<u>Music Priority Standards (Quick Look)</u>	K	1	2	3	4	5	6	7	8	9	10	11	12
<u>KG</u>													
Use singing, speaking, whispering, and shouting voices.	I												
Perform on instruments using two dynamic levels - soft and loud.	I												
Echo simple rhythms (long and short sounds).	I												

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Perform in groups following cues of the conductor.	I												
Read icons for long and short sounds and silence in duple meter.	I												
Distinguish between same and different.	I												
Respond and move to aural examples of music - sound and silence.	I												
Identify and demonstrate appropriate listening behavior during a classroom or outside performance.	I												
Perform a varied repertoire of music.	I												
Distinguish between loud and soft.	I												
Keeping a steady beat with various repertoire.	I												
1st Grade													
Use a singing voice with a head tone.		I											
Perform in groups using a steady beat and following cues of the conductor.		R											
Improvise short rhythmic patterns.		I											
Read simple rhythm patterns consisting of quarter note/rest and eighth-note pairs.		R											
Distinguish between musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, up/down.		IR											
Discuss and demonstrate appropriate listening behavior for various types of performances.		R											

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Perform a varied repertoire of music.		IR											
Recognize music from now and long ago.		I											
2nd Grade													
Apply accurate pitch relationships while singing in a limited range.			R										
Demonstrate appropriate singing posture.			I										
Perform in groups following cues of the conductor.			R										
Read simple rhythm patterns consisting of whole note/rest, quarter note/rest, half note/rest, and eighth-note pairs.			IR										
Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i> .			I										
Discuss and demonstrate appropriate listening behavior for various types of performances.			R										
Perform a varied repertoire of music.			IR										
Perform ostinati.			I										
Recognize basic form and compositional techniques question/answer, call and response, AB, repeated patterns ostinati, verse/refrain, repeat sign/introduction			IR										
Create a rhythmic composition using icons.			I										

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Create a phrase by arranging rhythms.			I										
3rd Grade													
Apply accurate pitch relationships while singing in a limited range.				R									
Perform in groups, matching tempo and dynamic changes, following the cues of the conductor.				IR									
Read simple rhythm patterns consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, and dotted half notes.				IR									
Visually and aurally identify instrument families.				I									
Discuss and demonstrate appropriate listening behavior for various types of performances.				R									
Perform a varied repertoire of music.				IR									
4th Grade													
Match pitch in an extended range.					IR								
Demonstrate characteristic timbre, dynamics, and rhythmic accuracy in time during group performance and independently, following the cues of the conductor.					IR								
Read and perform at least three pitches on a melodic instrument.					I								
Read and perform rhythmic pattern: whole note/rest, quarter note/rest, half note/rest, eighth note/rest pairs, dotted half note, and sixteenth notes.					IR								
Identify standard pitch notation in the treble clef.					I								

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Discuss and demonstrate appropriate listening behavior for various types of performances.					R									
Perform a varied repertoire of music.					IR									
5th Grade Vocal Music														
Sing in tune using two- and three-part rounds, partner songs and canons.						R								
Echo short rhythmic and melodic patterns on classroom instruments.						R								
Perform a varied repertoire of songs including patriotic, folk and seasonal including some from memory.						IR								
Demonstrate steady beat.						R								
Sight read basic rhythms and melodies.						R								
Interpret and accurately respond to the conductor's gestures.						R								
Identify standard pitch notation in the treble clef, including one ledger line above and below the staff.						I								
Identify accidentals: sharps, flats and natural signs.						I								
Use breath control and accurate diction while singing.						I								
Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble.						R								
Read and perform rhythms in simple meters with syncopation.						I								
Improvise short rhythmic and melodic patterns.						I								

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Identify and analyze forms and compositional techniques.						IR								
Describe how elements of music are used in teacher selected examples.						IR								
Read standard rhythmic notation in 3/4, 6/8 and meter signatures with bar lines.						I								
6th Grade Vocal Music														
Sing with breath support, postural alignment, rounded vowels, and free vocal tone.							IR							
Sing with multiple dynamics using a healthy, free tone.							IR							
Interpret and accurately respond to the conductor's gestures.							R							
Sight read basic rhythms and melodies in simple meter							IR							
Analyze form.							I							
Maintain part independence in rounds, partner songs, and homophonic music.							IR							
6th Grade Band														
Assemble and hold instrument							I, M							
Tone production							I							
Read and interpret simple rhythms (RS 1 and 2,4)							R, M							
Play notes (rudiments) class appropriate							I							
Play melodies to conducting gestures							R							

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Identify and interpret signs, symbols and terms class appropriate							R, M						
7th Grade Vocal Music													
Apply blend, balance, articulation, and dynamics to ensemble singing.								IR					
Utilize a free, healthy tone in all dynamics.								I					
Utilize a free, healthy tone in the full range of the voice.								IR					
Navigate the <i>passagio</i> and other elements of the changing voice.								R					
Sight read basic rhythms and melodies in simple and complex meters.								R					
Interpret and accurately respond to the conductor's gestures.								R					
7th Grade Band													
Class appropriate rhythms (RS 5,6,7,8)								I, M					
Grade appropriate notes/rudiments								I, M					
Play grade appropriate music to conducting gestures								R					
Understand/apply ABC Chart								I					
Identify and interpret signs, symbols and terms class appropriate								R, M					
8th Grade Vocal Music													

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

8th Grade Band														
Class appropriate rhythms (RS 9,10)										I, M				
Grade appropriate notes/rudiments										I, M				
Play grade appropriate music to conducting gestures										R, M				
Understand/apply ABC Chart										R, M				
Identify and interpret signs, symbols and terms class appropriate										R, M				
Memorize marching song										I				
Demonstrate correct marching style										I				
MS Jazz Band														
Class appropriate rhythms										R, M				
Understand chord structure										I, M				
Improvise simple solos										I, M				
Understand jazz styling										I, M				
Listening quizzes										I, M				
HS Choir														
HS Band														
Perform both by throwing down and playing class appropriate rhythms (RS RS 1-10)											R, M	R, M	R, M	R, M
Grade appropriate notes/rudiments											R, M	R, M	R, M	R, N
Play grade appropriate music to conducting gestures											R, M	R, M	R, M	R, M

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Understand/apply ABC Chart										R, M	R, M	R, M	R, M
Identify and interpret signs, symbols and terms class appropriate										R, M	R, M	R, M	R, M
Memorize marching routine										I, M	I, M	I, M	I, M
Memorize marching song										I, M	I, M	I, M	I, M
Demonstrate correct marching style										R, M	R, M	R, M	R, M
HS Jazz Band													
Class appropriate rhythms										R, M	R, M	R, M	R, M
Understand chord structure										R, M	R, M	R, M	R, M
Improvise simple solos										R, M	R, M	R, M	R, M
Understand jazz styling										R, M	R, M	R, M	R, M
Listening quizzes										I, M	I, M	I, M	I, M
HS Flags													
Memorize field show routines										I, M	I, M	I, M	I, M
Memorize street routine										I, M	I, M	I, M	I, M
Demonstrate basic fundamental moves										R, M	R, M	R, M	R, M
March in step										R, M	R, M	R, M	R, M
HS Show Choir													
Demonstrate appropriate singing posture, breathing habits, diction, and tone production.										R	R	R	R
Distinguish between quality and non-quality performance through listening, performing, and self-assessment, and										R	R	R	R

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

formulate suggestions for improvement.													
Apply vocal techniques required for expressive performances of varied literature in class and in public performances.										R	R	R	R
At an appropriate skill level, sight-read (apply musical concepts to) standard notation using chants, mnemonic devices, and/or sol-feg.										R	R	R	R
Show emotions and rhythm skills through advanced body movement (choreography).										R	R	R	R
Represent self, family, school, and community in an appropriate manner in class and in public performance.										R	R	R	R
HS Concert Choir													
Demonstrate appropriate singing posture, breathing habits, diction, and tone production.										R	R	R	R
Perform (synthesize) multiple sounds by singing rounds, canons, two, three, or four-part choral music.										R	R	R	R
Distinguish between quality and non-quality performance through listening, performing, and self-assessment, and formulate suggestions for improvement.										R	R	R	R
Apply stylistic elements and techniques needed to perform the music of various genres and cultures in class and in public performances.										R	R	R	R
At an appropriate skill level, sight-read (apply musical concepts to) standard notation using chants, mnemonic devices, and/or solfege.										IR	R	R	R

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Represent self, family, school, and community in an appropriate manner in class and in public performance.											R	R	R	R
--	--	--	--	--	--	--	--	--	--	--	---	---	---	---

I – Introduce R – Reinforce M – Mastery O – Optional for grade level

KG Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> Identify and demonstrate appropriate listening behavior during a classroom or outside performance. Echoing short patterns as body percussion/instruments. Distinguishing between loud and soft. Keeping a steady beat with various repertoire. 	<ul style="list-style-type: none"> Use singing, speaking, whispering, and shouting voices. Sing/play music of a varied repertoire. Distinguish between long and short.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> Read icons for long and short sounds and silence in duple meter. Respond to aural examples of sound and silence. 	<ul style="list-style-type: none"> Perform on instruments using two dynamic levels - soft and loud. Perform in groups following cues of the conductor.

Kindergarten

Last Revised (Date & Name): 1/7/19 Kelsey Dingman and Heather Henson

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments
--	-------------------------	------------------	---------------------	--

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Use singing, speaking, whispering, and shouting voices.	N/A	Students will use appropriate voice types in different situations through vocal exploration.	Teacher observation , worksheet	5 Little Monkeys , Bear Hunt , Ghosts so Scary , Which Voice? worksheet , voice type Kahoot, Engine Engine Number 9
Distinguish/Perform on instruments using two dynamic levels - soft and loud.	N/A	Students will demonstrate an understanding of soft and loud dynamics while playing classroom instruments.	Teacher observation , worksheet, games	Echo Me, marches and lullabies , instrument playing, Mortimer Mouse and Leo Lion, Rhythm Sticks and Finger Symbols games
Echo simple rhythms (long and short sounds).	N/A	Students will demonstrate the ability to listen and echo simple rhythms consisting of long and short sounds.	Teacher observation	Echo Me, Poison Rhythm , Forbidden Pattern , singing short echo songs
Perform in groups following cues of the conductor.	N/A	Students will sing and play instruments in groups while following the teacher's cues.	Teacher observation	Instruments, singing
Read icons for long and short sounds and silence in duple meter.	Distinguish between same and different.	Students will read and play or sing quarter notes (quart), eighth notes (see-saw), and quarter rests (shh).	Teacher observation , worksheet, games	Toe, Ta and Ti ti body percussion, stem notation icons (Bee Bee Bumblebee , Mrs. White Had a Fright , 5 Little Pumpkins , 5 Fat Sausages , etc), instruments, singing
Distinguish between same and different.	N/A	Students will determine if elements of music are the same or different.	Teacher observation , worksheet, games	Same/different worksheet/Kahoot , move to music, Music Lab app (levels 1-5), Queen Queen Caroline , Review activities for long and short sounds and relate to same and different
Respond and move to aural examples of music - sound and silence.	N/A	Students will show appropriate movements during examples of sound and silence.	Teacher observation , games	Sound song composition , steady beat snowballs , statues , freeze dance , tiptoe, march and floating movements to different types of music.
Identify and demonstrate appropriate listening behavior during a classroom or outside performance.	N/A	Students will discuss and demonstrate behavior appropriate for a musical performance.	Teacher observation , worksheet, games	Quiet game , Mystery Musician , "Riser Ready" , Listening position, Standing like a tree

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Perform a varied repertoire of music.	N/A	Students will sing and play a variety of musical styles from different genres.	Teacher observation	Rounds, folk songs , instrumental accompaniments, seasonal songs, patriotic songs, world music.
Keeping a steady beat with various repertoire	N/A	Students will keep a steady beat with body percussion, body movements or on instruments.	Teacher Observation , games	Ta and ti ti simon says , pointing at various icons, keeping the beat in the feet (or other part of body), use of instruments.

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

1st Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Discuss and demonstrate appropriate listening behavior for various types of performances. • Read simple rhythm patterns consisting of quarter note/rest and eighth-note pairs. • Use a singing voice with a head tone. 	<ul style="list-style-type: none"> • Improvise short rhythmic patterns. • Perform a varied repertoire of music. • Perform in groups using a steady beat and following cues of the conductor.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Distinguish between musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, up/down. 	<ul style="list-style-type: none"> • Read simple rhythm patterns consisting of quarter note/rest and eighth-note pairs. • Recognize music of now and long ago.

1st Grade

Last Revised (Date & Name): 1/7/19 Kelsey Dingman and Heather Henson

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments
--	-------------------------	------------------	---------------------	--

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Use a singing voice with a head tone.	Use singing, speaking, whispering, and shouting voices.	Students will demonstrate head tone singing voices.	Teacher observation , games, singing tests	Making a mask , chest voice/light voice activity, practice through varied repertoire of music.
Perform in groups using a steady beat and following cues of the conductor.	N/A	Students will sing and play instruments with a steady beat in groups while following the teacher's cues.	Teacher observation , games	Body percussion, rhythm sticks, and marching to a varied repertoire of music, steady beat swords
Improvise short rhythmic patterns.	Echo simple rhythms (long and short sounds).	Students will come up with simple rhythms off the top of their head.	Teacher observation , games, worksheets	Student lead echo me, beat strips, roll a rhythm folders
Read simple rhythm patterns consisting of quarter note/rest and eighth-note pairs.	Read icons for long and short sounds and silence in duple meter.	Students will read various combinations of quarter notes/rests and eighth note pairs.	Teacher observation , games, worksheets, Sight Reading Daily Challenge	1st grade rhythm box, coloring sheets with musical symbols, roll a rhythm folders , Poison Rhythm
Distinguish between musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, up/down.	Distinguish between same and different.	Students will be able to differentiate between musical opposites.	Teacher observation , games, worksheets	Kahoot, worksheet , practice through varied repertoire of music
Discuss and demonstrate appropriate listening behavior for various types of performances.	N/A	Students will be able to show respectful and quiet listening behavior during class and outside performances.	Teacher observation , games, worksheets	Quiet game , Mystery Musician , discussing concert etiquette, the 3 music positions, "Riser Ready"
Perform a varied repertoire of music.	N/A	Students will sing and play a variety of musical styles from different genres.	Teacher observation	Rounds, folk songs , instrumental accompaniments, seasonal songs, patriotic songs, world music.
Recognize music of now and long ago.	N/A	Students will tell if music came from now or long ago.	Listening assessment, teacher observation	Perform a varied repertoire of music.

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

2nd Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> Apply accurate pitch relationships while singing in a limited range. Discuss and demonstrate appropriate listening behavior for various types of performances. Demonstrate appropriate singing posture. Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i>. 	<ul style="list-style-type: none"> Read simple rhythm patterns consisting of whole note/rest, quarter note/rest, half note/rest, and eighth- note pairs. Perform ostinati. Recognize basic forms and composition techniques question/answer call/response AB repeated patterns ostinati, verse/refrain, repeat sign and introduction.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> Perform in groups following cues of the conductor. 	<ul style="list-style-type: none"> Create a rhythmic composition using icons. Create a phrase by arranging rhythms.

2nd Grade

Last Revised (Date & Name): 1/7/19

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Apply accurate pitch relationships while singing in a limited range.	Use a singing voice with a head tone.	Students will be able to match pitch with a head tone.	Teacher observation , games	Check Boogie, Doggy Doggy Where's Your Bone , practice through a varied repertoire of music
Demonstrate appropriate singing posture.	N/A	Students will be able to sing with both feet on the floor, back nice and tall, and eyes on the director.	Teacher observation , games	" Riser Ready ", 3 Positions, Grand Old Duke of York
Perform in groups following cues of the conductor.	N/A	Students will sing and play instruments with a steady beat in groups while following the teacher's cues.	Teacher observation , games	Practice through a varied repertoire of music, singing, instruments.
Read simple rhythm patterns consisting of whole note/rest, quarter note/rest, half note/rest, and eighth- note pairs.	Read simple rhythm patterns consisting of quarter note/rest and eighth-note pairs.	Students will read various combinations of whole note/rest, quarter note/rest, half note/rest, and eighth- note pairs.	Teacher observation , worksheets, games	" BANG! ", " Busted ", Poison Rhythm , daily rhythm review, singing, instruments, Rhythm Cat iPad app , Rhythm Roundabout
Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i> .	Identify loud and soft.	Students will know what <i>p</i> and <i>f</i> stand for, and what they mean.	Teacher observation , worksheets, games	Forte/piano video , forte/piano (hot/cold) eraser game , Echo Me
Recognize basic forms and composition techniques: question/answer call/response, AB, repeated patterns, ostinati, verse/refrain, repeat sign, and introduction	N/A	Students will be able to identify specific songs by their form.	Teacher observation , worksheets, games	Practice through a varied repertoire of music, program practice, singing, instruments
Discuss and demonstrate appropriate listening behavior for various types of performances.	N/A	Students will be able to show respectful and quiet listening behavior during class and outside performances.	Teacher observation , worksheets, games	Quiet game , Mystery Musician , " Riser Ready ", 3 Positions
Perform a varied repertoire of music.	N/A	Students will sing and play a variety of musical styles from different genres.	Teacher observation	Rounds, folk songs , instrumental accompaniments, seasonal songs, patriotic songs, world music.
Perform ostinati.	Recognizing patterns in music.	Students will define ostinato and play/sing ostinati.	Teacher observation , Performance	O-s-t-i-n-a-t-o song , hand jive , fruit ostinato activity, recognizing ostinatos in performance repertoire, students creating ostinatos
Create rhythmic compositions using icons.	Recognize basic forms of composition techniques.	Students will create rhythmic compositions.	Worksheet/project, teacher observation	Beat strips , arranging pre-notated patterns

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Create a phrase by arranging rhythms.	Identify <i>p</i> as <i>piano</i> and <i>f</i> as <i>forte</i> .	Students will create a phrase by arranging rhythms.	Individual/group work, teacher observation	Whiteboard activity, class decision on phrasing/dynamics in varied repertoire, arranging pre-notated patterns.
---------------------------------------	--	---	--	--

3rd Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> Apply accurate pitch relationships while singing in a limited range. Read simple rhythm patterns consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, and dotted half notes. Discuss and demonstrate appropriate listening behavior for various types of performances. 	<ul style="list-style-type: none"> Perform a varied repertoire of music. Perform ostinati and rounds.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> Visually and aurally identify instrument families. 	<ul style="list-style-type: none"> Perform in groups, matching tempo and dynamic changes, following the cues of the conductor.

3rd Grade

Last Revised (Date & Name): 1/7/19 Kelsey Dingman and Heather Henson

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Apply accurate pitch relationships while singing in a limited range.	Use a singing voice with a head tone	Students will be able to match pitch with a head tone.	Teacher observation , games	Doggy Doggy Where's Your Bone , Check Boogie, practice through a varied repertoire of music
Perform in groups, matching tempo and dynamic changes, following the cues of the conductor.	N/A	Students will sing and play instruments with a steady beat in groups while following the teacher's cues.	Teacher observation , games	Practice through a varied repertoire of music, singing, instruments, program practice, daily rhythm practice, Clap when I clap
Read simple rhythm patterns consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, and dotted half notes.	Read simple rhythm patterns consisting of whole note/rest, quarter note/rest, half note/rest, and eighth-note pairs.	Students will read various combinations of whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, and dotted half notes.	Teacher observation , worksheets, games	"BANG!", "Busted", Rhythm Cat iPad app , "Messenger", Rhythm Roundabout , Poison Rhythm
Perform ostinati and rounds	Ostinato review from second grade and knowledge of a song in unison.	Students will perform ostinatos following the cues of the conductor. Students will perform a round in two parts with minimal cues from the conductor.	Teacher observation , recording	Ostinato song , hand jive , practice short ostinatos with varied repertoire of music.
Visually and aurally identify instrument families.	N/A	Students will be able to name instrument families by sight and sound.	Worksheets, games, teacher observation	Instrument carousel brainstorm, instrument dip tray game , matching game , worksheet/test/Kahoot
Discuss and demonstrate appropriate listening behavior for various types of performances.	N/A	Students will be able to show respectful and quiet listening behavior during class and outside performances.	Teacher observation , worksheets, games	"Riser Ready", 3 Positions, Mystery Musician , Quiet Game
Perform a varied repertoire of music.	N/A	Students will sing and play a variety of musical styles from different genres.	Teacher observation	Rounds, folk songs , instrumental accompaniments, seasonal songs, patriotic songs, world music.

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

4th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Read and perform rhythmic pattern: whole note/rest, quarter note/rest, half note/rest, eighth note/rest pairs, dotted half note, and sixteenth notes. • Identify standard pitch notation in the treble clef. • Discuss and demonstrate appropriate listening behavior for various types of performances. 	<ul style="list-style-type: none"> • Perform a varied repertoire of music.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Read and perform at least three pitches on a melodic instrument. 	<ul style="list-style-type: none"> • Demonstrate characteristic timbre, dynamics, and rhythmic accuracy in time during group performance and independently, following the cues of the conductor. • Match pitch in an extended range.

4th Grade

Last Revised (Date & Name): 1/7/19 Kelsey Dingman and Heather Henson

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments
--	-------------------------	------------------	---------------------	--

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Match pitch in an extended range.	Apply accurate pitch relationships while singing in a limited range.	Students will be able to match pitch with a head tone.	Teacher observation , games	Doggy Doggy Where's Your Bone , Peg Leg the Pirate , Check Boogie, practice through a varied repertoire of music, program practice
Demonstrate characteristic timbre, dynamics, and rhythmic accuracy in time during group performance and independently, following the cues of the conductor.	N/A	Students will sing and play instruments with a steady beat in groups and alone while following the teacher's cues.	Teacher observation , games	Practice through a varied repertoire of music, program practice
Read and perform at least three pitches on a melodic instrument.	N/A	Students will be able to read and play a minimum of three notes on a melodic instrument.	Teacher observation , worksheets, games, playing tests	Piano unit, recorder unit , ukulele unit, mallet unit
Read and perform rhythmic pattern: whole note/rest, quarter note/rest, half note/rest, eighth note/rest pairs, dotted half note, and sixteenth notes.	Read simple rhythm patterns consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, and dotted half notes.	Students will read various combinations of whole note/rest, quarter note/rest, half note/rest, eighth note/rest pairs, dotted half note, and sixteenth notes.	Teacher observation , worksheets, games, playing tests	Daily rhythm practice, "BANG!" , "Busted" , practice through a varied repertoire of music, program practice, piano unit , recorder unit , ukulele unit , mallet unit , Poison Rhythm , Rhythm Cat iPad app
Identify standard pitch notation in the treble clef.	N/A	Students will be able to use their knowledge of the musical alphabet to label treble clef notes.	Worksheets, games, teacher observation	Note name games, worksheets, Kahoot, Boomwhackers, Daily treble clef staff
Discuss and demonstrate appropriate listening behavior for various types of performances.	N/A	Students will be able to show respectful and quiet listening behavior during class and outside performances.	Teacher observation , worksheets, games	"Riser Ready" , 3 Positions, Mystery Musician , Quiet Game
Perform a varied repertoire of music.	N/A	Students will sing and play a variety of musical styles from different genres.	Teacher observation	Rounds, folk songs , instrumental accompaniments, seasonal songs, patriotic songs, world music.

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





5th Grade Vocal Music Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Demonstrate steady beat. • Echo short rhythmic and melodic patterns on classroom instruments. • Sing in tune using two and three-part rounds. • Sight read basic rhythms. • Perform a varied repertoire of songs including patriotic, folk, seasonal including some from memory. 	<ul style="list-style-type: none"> • Identify standard pitch notation in the treble clef, including one ledger line above and below the staff. • Identify accidentals: sharps, flats and natural signs. • Sing partner songs with two to three songs. • Interpret and accurately respond to the conductor's gestures. • Use breath control and accurate diction while singing. • Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Sight read basic melodies. • Perform two part songs and canons. • Read and perform rhythms in simple meters with syncopation. • Echo short rhythmic and melodic patterns on classroom instruments. • Read standard rhythmic notation in 2/4, 4/4 and meter signatures with bar lines. 	<ul style="list-style-type: none"> • Improvise short rhythmic and melodic patterns. • Identify and analyze forms and composition techniques. • Describe how elements of music are used in teacher selected examples. • Read standard rhythmic notation in 3/4, 6/8 and meter signatures with bar lines. • Identify available music-related careers in a given setting.

5th Grade Vocal Music			Last Revised (Date & Name): 1/7/19 Kelsey Dingman and Heather Henson	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Sing in tune using two and three-part rounds and partner songs.	Perform a varied repertoire of music.	Students will sing one partner song together, then split into groups and sing two different songs at the same time.	Teacher Observation	Hey Ho Nobody's Home , Soul Cake
Demonstrate steady beat.	N/A	Students will play quarter notes on a drum or body percussion using a metronome and audiate a steady beat.	Teacher observation.	Chop Chop , Steady Beat on instruments, Body Percussion, Stomp and Clap game
Echo short rhythmic and melodic patterns on classroom instruments.	N/A	Students will echo short rhythmic patterns on classroom instruments.	Teacher Observation , Recordings.	Echo Me games, Echo patterns with World Drumming Curriculum
Perform a varied repertoire of songs including patriotic folk seasonal including some from memory .	N/A	Students will perform a varied repertoire of music.	Teacher Observation	Performing a varied repertoire of songs
Identify standard pitch notation in the treble clef, including one ledger line above and below the staff	Read and perform rhythmic pattern: whole note/rest, quarter note/rest, half note/rest, eighth note/rest pairs, dotted half note, and sixteenth notes.	I will identify notes of the treble clef.	Worksheets, Kahoot Game Group assessments, teacher observation	Treble Clef Powerpoint, Codebreaker , Kahoot Game
Identify accidentals: sharps, flats and natural signs.	Identify standard pitch notation in the treble clef, including one ledger line above and below the staff	I will identify sharps, flats and natural signs as accidentals.	Worksheets, Kahoot Game, Group assessments, teacher observation	Powerpoint, Worksheets, Kahoot Game
Sight read basic rhythms and melodies.	Read and perform rhythmic pattern: whole note/rest, quarter note/rest, half note/rest, eighth note/rest pairs, dotted half note, and sixteenth notes. Identify standard pitch notation in the treble clef, including one ledger line above and below the staff	Student will clap rhythms from various rhythm cards as a group and individually. Students will sing simple melodies using solfege hand signs.	Individually clapping rhythm on rhythm card, teacher observation	Echoing short melodic patterns, Group sight reading, Sight Reading Factory
Interpret and accurately respond to the conductor's gestures.	N/A	Students will practice breathing when conductor lifts hands, and will learn various conducting patterns so they can correlate the conductors gestures to what they are singing.	Teacher observation	Performing a varied repertoire of music, Clap when I clap, Ball toss game
Use breath control and accurate diction while singing	N/A	Students will use accurate breath control and diction while performing classroom music.	Teacher Observation , recording	Diction video, beatbox practice, performing a varied repertoire of music

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble	Identify <i>p</i> as <i>piano</i> , <i>f</i> as <i>forte</i> , <i>mf</i> as <i>mezzo-forte</i> , <i>mp</i> as <i>mezzo-piano</i> .	Students will demonstrate correct dynamics and rhythmic accuracy while singing classroom music.	Teacher observation , individual assessment	Dynamic games, dynamics in sight reading, applying dynamics and rhythmic accuracy to varied repertoire of music.
Read and perform rhythms in simple meters with syncopation.	Read and perform rhythms in simple meters.	Students will be able to demonstrate syncopation.	Teacher observation	Syncopation song, Introducing “Hiccup” (pick up notes) singing a varied repertoire of music.
Read standard rhythmic notation in 2/4, 4/4 and meter signatures with bar lines	Read and perform rhythms in simple meters.	Students will be able to read notated rhythms in 2/4 and 4/4 meters.	Teacher observation	Sight reading daily rhythms, sight reading factory , performing a varied repertoire of songs.
Improvise short rhythmic and melodic patterns.	Read and perform rhythms in simple meters.	Students will improvise rhythmic and melodic patterns.	Teacher observation	Sight reading daily rhythms, sight reading factory , soundscapes, performing a varied repertoire of songs.
Identify and analyze forms and composition techniques	N/A	Students will identify and recognize different forms in music.	Teacher observation , worksheets	Worksheets of varied repertoire, performing a varied repertoire of music.
Describe how elements of music are used in teacher selected examples	N/A	Students will perform a varied repertoire of music from different styles and genres	Teacher Observation , Performance	Performing varied repertoire of music.
Read standard rhythmic notation in 3/4, 6/8 and meter signatures with bar lines	Read and perform rhythms in simple meters.	Students will be able to read notated rhythms in 3/4 and 4/4 meters	Teacher Observation	Sight reading daily rhythms, sight reading factory , performing a varied repertoire of songs.

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

6th Grade Vocal Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Sing with breath support, postural alignment, rounded vowels, and free vocal tone. • Sing with multiple dynamics using a healthy, free tone. • Interpret and accurately respond to conductors gestures • Sight read basic rhythms and melodies in simple meter • Analyze form 	<ul style="list-style-type: none"> • Sing with breath support, postural alignment, rounded vowels, and free vocal tone. • Sing with multiple dynamics using a healthy, free tone. • Interpret and accurately respond to conductors gestures • Sight read basic rhythms and melodies in simple meter • Analyze form. • Maintain part independence in rounds, partner songs, and homophonic music.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Sing with breath support, postural alignment, rounded vowels, and free vocal tone. • Sing with multiple dynamics using a healthy, free tone. • Interpret and accurately respond to conductors gestures • Sight read basic rhythms and melodies in simple meter • Analyze form. • Maintain part independence in rounds, partner songs, and homophonic music. 	<ul style="list-style-type: none"> • Sing with breath support, postural alignment, rounded vowels, and free vocal tone. • Sing with multiple dynamics using a healthy, free tone. • Interpret and accurately respond to conductors gestures • Sight read basic rhythms and melodies in simple meter • Analyze form • Maintain part independence in rounds, partner songs, and homophonic music.

6th Grade Vocal Music

Last Revised (Date & Name): 1/7/19 Jon Logan

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments
--	-------------------------	------------------	---------------------	--

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Sing with breath support, postural alignment, rounded vowels, and free vocal tone.		Students will use elements of PASTA while singing choral music.	Singing test	
Sing with multiple dynamics using a healthy, free tone.		Students will perform various songs with multiple dynamic changes.	Singing Test	Teacher will demonstrate and class will echo.
Interpret and accurately respond to the conductor's gestures.		Students will sing selected choral music while following tempo, dynamics, and articulation gestures.	Teacher Observation	Students will watch teacher, and learn about different conducting patterns. <i>Students will watch and say different syllables on different beats while teacher is conducting a 3/4 or 4/4 pattern.</i>
Sight read basic rhythms and melodies in simple meter		Students will sing sight reading excerpts from sightreadingfactory.com	Teacher observation	Students will sight-read using sightreadingfactory.com as a class and discuss solfege and placement of solfege syllables.
Analyze form.		Students will distinguish between different types of form and analyze music they are singing to figure out the form.	Class discussion/teacher observation	Students will learn about different musical forms. Discussion will include form of songs being performed in class and form of songs we will listen to in class.
Maintain part independence in rounds, partner songs, and homophonic music.		Students will sing various rounds and choral music on their own voice part.	Singing test <i>Teacher Observation</i>	Warm-Ups will be utilized to help with part independence.

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

6th Grade Band Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Assemble instrument correctly ● Hold instrument correctly ● Characteristic tone production on an instrument ● Read and interpret simple rhythms from Rhythm Sheet 1 	<ul style="list-style-type: none"> ● Read and interpret simple rhythms from Rhythm Sheet 1 ● Play notes (rudiments) class appropriate ● Play melodies to conducting gestures ● Wind player articulate using the tongue to start notes ● Identify and interpret signs, symbols and terms class appropriate
Quarter 3	Quarter 4
<ul style="list-style-type: none"> ● Read and interpret simple rhythms from Rhythm Sheet 1 ● Read and interpret simple rhythms from Rhythm Sheet 2 ● Play notes (rudiments) class appropriate ● Play melodies to conducting gestures ● Identify and interpret signs, symbols and terms class appropriate 	<ul style="list-style-type: none"> ● Read and interpret simple rhythms from Rhythm Sheet 4 ● Play notes (rudiments) class appropriate ● Play melodies to conducting gestures ● Identify and interpret signs, symbols and terms class appropriate

6th Grade Band

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments
--	-------------------------	------------------	---------------------	--

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Assemble instrument correctly		The student will be able to assemble the pieces of an instrument in correct order.	Teacher observation.	Students will be shown how to put their instruments together at an after school "Blast-Off" session.
Hold instrument correctly		The student will demonstrate how to hold their instrument with correct finger placement and hand angles.	Teacher observation Students will put their instrument in their lap with their wrists on the horn. Then, without looking, the student will pick and hold the instrument correctly in 3 seconds or less.	Students will be shown how to hold their instrument at an after school "Blast-Off" session.
Characteristic tone production on an instrument		The student will play a characteristic tone on their instrument playing one of the first five notes holding a long tone.	Performance Test Teacher Observation	Students will play different notes and exercises to demonstrate proper tone production
Read and interpret simple rhythms from Rhythm Sheet 1		The student will be able to perform quarter, half and whole notes and rests.	Performance Test using Rhythm Grader Rubric. The student will be able to "throwdown" selected lines from Rhythm Sheet 1. They will also be able to perform selected lines from Rhythm Sheet 1. They will also be able to "throwdown" and sight read rhythms that are used in Rhythm Sheet 1 The students will also take a written test over Rhythm Sheet #1 Note/Rest names and values and how to Throw down.	Teacher will draw whole, half, and quarter notes and rests on the board with names and values next to them. Students will copy this to the back of Rhythm Sheet #1 Teacher will demonstrate each measure of Rhythm Sheet #1 with the students performing it after. The teacher will demonstrate the "Throwdown" (foot tapping while fingers counting 1-4 over and over. Saying the rhythm names and whispering the rest numbers)

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

<p>Read and interpret simple rhythms from Rhythm Sheet 2</p>	<p>RS #1</p>	<p>The student will be able to perform c-saws, on, off, and rest-saws from Rhythm Sheet #2</p>	<p>Performance Test using Rhythm Grader Rubric. The student will be able to “throwdown” selected lines from Rhythm Sheet 2. They will also be able to perform selected lines from Rhythm Sheet 2. They will also be able to “throwdown” and sight read rhythms that are used in Rhythm Sheet 2</p>	<p>Teacher hands out Rhythm Sheet #2. Students write on the top of the sheet on, off, rest saw, and csaw and draw those next to the words. They also write “groups of two” at the top of the paper.</p> <p>Teacher demonstrates how a csaw is performed and how the first note is when the foot is on the ground and the second note is when the foot is in the air.</p> <p>Teacher has students throwdown ons and offs and csaws.</p> <p>Teacher has students identify ons and offs, csaws and rest saws.</p> <p>Teacher demonstrates each line and has student throwdown. After the throwdown is mastered, then the students will play.</p>
<p>Articulation</p>	<p>Tone production</p>	<p>Wind instrument students will be able to start a tone using their tongue.</p>	<p>Performance Test The student will play four quarter notes while using the tongue to start each note.</p>	<p>Teacher explains air flow like water from a sink and water tower pressure. The tongue is the valve in the sink. All notes start with the tongue either behind the teeth or on the reed which acts as a valve. As the air is applied, the tongue is removed. Each additional note after breathe has been applied is separated by applying tongue to reed or teeth.</p> <p>Teacher demonstrates incorrect breath articulation on each instrument.</p> <p>Teacher demonstrates correct articulation on all instruments. Students will attempt and demonstrate understanding of concept.</p>

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

<p>Read and interpret simple rhythms from Rhythm Sheet 4</p>	<p>RS #1 & #2</p>	<p>The student will be able to sight read two count hiccups and 2 count syncos that are used in Rhythm Sheet 4.</p>	<p>The student will be able to “throwdown” selected lines from Rhythm Sheet 4. They will also be able to perform selected lines from Rhythm Sheet 4. They will also be able to “throwdown” and sight read rhythms that are used in Rhythm Sheet 4.</p>	<p>Teacher hands out Rhythm Sheet #4.</p> <p>Teacher will explain the math behind 2 count syncos and hiccups and compare their two forms.</p> <p>Teacher demonstrates how a 2 count hiccup is performed and how 2 count syncos are performed</p> <p>Teacher has students throwdown</p> <p>Teacher has students identify hiccups and syncos</p> <p>Teacher demonstrates each line and has student throwdown. After the throwdown is mastered, then the students will play.</p>
<p>Play notes (rudiments) class appropriate</p>		<p>Students will perform selected notes from selected songs</p> <p>Students will perform the Concert Bb Scale and arpeggios from memory</p> <p>Students will perform the Concert Bb Chromatic Scale from memory</p> <p>The percussion students will perform paradiddles, flams and 9 stroke rolls from memory</p>	<p>Performance Test. Students will perform selected songs from Accent On Achievement with Smart Music. Students will play scales using the Scale Grader Rubric</p> <p>Students will perform rudiments using the Rudiment Rubric.</p>	<p>Songs are introduced in class. Rehearsal over those songs.</p>
<p>Play melodies to conducting gestures</p>		<p>The student will perform music following the conductor’s gestures</p>	<p>Teacher observation</p>	<p>Songs are introduced in class. Rehearsal over those songs.</p>
<p>Identify and interpret signs, symbols and terms class appropriate</p>		<p>The student will identify symbols and vocabulary words from Theory Worksheet #1 and #2</p>	<p>Written Test Theory Test #1 Theory Test #2</p>	<p>Songs are introduced in class. Rehearsal over those songs.</p>

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

7th Grade Vocal Music Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Apply blend, balance, articulation, and dynamics to ensemble singing. ● Utilize a free, healthy tone in all dynamics. ● Utilize a free, healthy tone in the full range of the voice. ● Navigate the <i>passagio</i> and other elements of the changing voice. ● Sight read basic rhythms and melodies in simple and complex meters. ● Interpret and accurately respond to the conductor's gestures. 	<ul style="list-style-type: none"> ● Apply blend, balance, articulation, and dynamics to ensemble singing. ● Utilize a free, healthy tone in all dynamics. ● Utilize a free, healthy tone in the full range of the voice. ● Navigate the <i>passagio</i> and other elements of the changing voice. ● Sight read basic rhythms and melodies in simple and complex meters. ● Interpret and accurately respond to the conductor's gestures.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> ● Apply blend, balance, articulation, and dynamics to ensemble singing. ● Utilize a free, healthy tone in all dynamics. ● Utilize a free, healthy tone in the full range of the voice. ● Navigate the <i>passagio</i> and other elements of the changing voice. ● Sight read basic rhythms and melodies in simple and complex meters. ● Interpret and accurately respond to the conductor's gestures. 	<ul style="list-style-type: none"> ● Apply blend, balance, articulation, and dynamics to ensemble singing. ● Utilize a free, healthy tone in all dynamics. ● Utilize a free, healthy tone in the full range of the voice. ● Navigate the <i>passagio</i> and other elements of the changing voice. ● Sight read basic rhythms and melodies in simple and complex meters. ● Interpret and accurately respond to the conductor's gestures.

<u>7th/8th Grade Vocal Music</u>				Last Revised (Date & Name): 1/7/19 Jon Logan	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Apply blend, balance, articulation, and dynamics to ensemble singing.		Students will sing choral repertoire utilizing knowledge of blend and balance.	<u>Performance Test</u>	Review PASTA and SPEED
Utilize a free, healthy tone in all dynamics.		Students will perform various songs using knowledge of PASTA for healthy tone.	Singing Test	Review various rounds and partner songs. Sing concert repertoire applying PASTA technique.
Utilize a free, healthy tone in the full range of the voice.		Students will sing choral repertoire using elements of the PASTA chart learned in class.	<u>Performance Test</u>	
Navigate the passagio and other elements of the changing voice.		Students will experiment using different elements of the voice by applying techniques learned on the PASTA chart.	Teacher Observation Range Test	
Sight read basic rhythms and melodies in simple and complex meters.		Students will sight sing simple melodies using Sight Reading Factory	Teacher Observation <u>Sight-reading rubric</u> Students will be evaluated on correct rhythms, pitches and solfege syllables. Sight-Reading Test	
Interpret and accurately respond to the conductor's gestures.		Students will practice breathing when conductor lifts hands, and will learn various conducting patterns so they can correlate the conductors gestures to what they are singing.	Teacher Observation	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

7th Grade Band Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Rhythm Sheet #5 ● Your F Scale and arpeggio ● Play grade appropriate music to conducting gestures ● Understand/apply ABC Chart ● Identify and interpret signs, symbols and terms class appropriate 	<ul style="list-style-type: none"> ● Rhythm Sheet #6 ● Your Bb Scale and arpeggio ● Play grade appropriate music to conducting gestures ● Understand/apply ABC Chart ● Identify and interpret signs, symbols and terms class appropriate
Quarter 3	Quarter 4
<ul style="list-style-type: none"> ● Rhythm Sheet #7 ● Your Eb Scale and arpeggio ● Play grade appropriate music to conducting gestures ● Understand/apply ABC Chart ● Identify and interpret signs, symbols and terms class appropriate 	<ul style="list-style-type: none"> ● Rhythm Sheet #8 ● Your Ab Scale and arpeggio ● Play grade appropriate music to conducting gestures ● Understand/apply ABC Chart ● Identify and interpret signs, symbols and terms class appropriate

7th Grade Band

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Class appropriate rhythms (RS 5,6,7,8)	Rhythm Sheets 1-4	The student will be able to identify and perform 2 count Here Comes Thes (RS #5); Mississippi's, Grasshoppers, Telephones, 1 count Here Comes Thes (RS #6; 1 count Hiccups and 1 count Syncos (RS #7); triplets, humptys, tri-pos, tri-po(oh)s, polets, tri-lets (RS #8)	Performance Test using the Rhythm Grader Rubric The student will be able to "throwdown" selected lines from Rhythm Sheet 5-8. They will also be able to perform selected lines from Rhythm Sheet 5-8. They will also be able to "throwdown" and sight read rhythms that are used in Rhythm Sheet 5-8.	
Grade appropriate notes/rudiments	Concert Bb Scale Concert Bb Chromatic Scale	Students will perform their Bb, F, Eb, and Ab scales and arpeggios from memory Percussion students will perform Double Paradiddles, Ruffs, Flam Taps, Ratamacue from memory	Performance Test Students will play their scales using the Scale Grader Rubric or Rudiment Grader Rubric Scales will be played 2 times up and down and arpeggio will be played 2 times up and down. Tempo is quarter note = 60 and the rhythm will be grasshopper mississippi. Rudiments are to be played from slow to fast to slow for 20 seconds alternating the sticking	
Play grade appropriate music to conducting gestures		Students will play songs from Accent on Achievement Books 1 and 2 and selected pieces of literature while following tempo, dynamics, and articulation gestures.	Teacher observation	
Understand/apply ABC Chart		Students will demonstrate an understanding of the ABC Chart words by applying the concepts of Tone, Rhythm, Notes, Dynamics, Articulations, Balance, Blend, Phrase, Contour, Intonation and Precision	Teacher observation	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Identify and interpret signs, symbols and terms class appropriate	Theory Worksheets 1 & 2	Students will identify symbols and vocabulary from Theory Worksheets 3-5	Written Test Theory Tests 3,4, &5	
---	-------------------------	--	--------------------------------------	--

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

8th Grade Band Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Memorize marching song • Demonstrate correct marching style • Understand/apply ABC Chart • Play grade appropriate music to conducting gestures • Identify and interpret signs, symbols and terms class appropriate 	<ul style="list-style-type: none"> • Rhythm Sheet #9 • G and D Scales and arpeggios • Understand/apply ABC Chart • Play grade appropriate music to conducting gestures • Identify and interpret signs, symbols and terms class appropriate
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Rhythm Sheet #10 • A Scale and arpeggio • Understand/apply ABC Chart • Play grade appropriate music to conducting gestures • Identify and interpret signs, symbols and terms class appropriate 	<ul style="list-style-type: none"> • E Scale and arpeggio • Understand/apply ABC Chart • Play grade appropriate music to conducting gestures • Identify and interpret signs, symbols and terms class appropriate

8th Grade Band

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Class appropriate rhythms (RS 9,10)		The student will be able to identify and perform 2 count Hic-hoppers, telesm and hoppers (RS #9); Cut Time rhythms (same mnemonics, different visuals) (RS #10)	Performance Test using the Rhythm Grader Rubric The student will be able to “throwdown” selected lines from Rhythm Sheet 9-10. They will also be able to perform selected lines from Rhythm Sheet 9-10. They will also be able to “throwdown” and sight read rhythms that are used in Rhythm Sheet 9-10.	
Grade appropriate notes/rudiments (G, D A, E scales and arpeggios)	Concert Bb Scale Concert Bb Chromatic Scale Your F, Bb, Eb and Ab Scales	Students will perform their G, D, A, and E scales and arpeggios from memory Percussion students will perform 5, 9, and 17 stroke open, closed, open rolls	Performance Test Students will play their scales using the Scale Grader Rubric or Rudiment Grader Rubric Scales will be played 2 times up and down and arpeggio will be played 2 times up and down. Tempo is quarter note = 60 and the rhythm will be grasshopper mississippi. Rudiments are to be played from slow to fast to slow for 20 seconds alternating the sticking	
Play grade appropriate music to conducting gestures		Students will play songs from Accent on Achievement Book 2 and selected pieces of literature while following tempo, dynamics, and articulation gestures.	Teacher observation. Smart Music Tests.	
Understand/apply ABC Chart		Students will demonstrate an understanding of the ABC Chart words by applying the concepts of Tone, Rhythm, Notes, Dynamics, Articulations, Balance, Blend, Phrase, Contour, Intonation and Precision	Teacher observation	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Identify and interpret signs, symbols and terms class appropriate		New symbols and terms will be introduced based on music performed.	Teacher observation	
Memorize marching song		Student will demonstrate the ability to play the current year's marching song from memory with correct notes, rhythms, articulation, and dynamics.	Playing assessment	
Demonstrate correct marching style		Students will demonstrate correct marching skills including: Attention, rearback, swagger, toe angle, body carriage, instrument carriage, head angle. They will also be able to demonstrate the ability to move correctly during whistle commands of attention, forward march, roll off, mark time, and halt.	Marching assessment/teacher observation	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

MS Jazz Band Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Concert Bb, Bb7, Bb-7, Bb Blues, Bb Chromatic Scales ● Drum Groove Test #1 ● Class appropriate rhythms ● Understand chord structure ● Improvise simple solos ● Understand jazz styling ● Listening quizzes 	<ul style="list-style-type: none"> ● Concert Fb, F7, F-7, F Blues, F Chromatic Scales ● Drum Groove Test #2 ● Class appropriate rhythms ● Understand chord structure ● Improvise simple solos ● Understand jazz styling ● Listening quizzes
Quarter 3	Quarter 4
<ul style="list-style-type: none"> ● Concert Eb, Eb7, Eb-7, Eb Blues, Eb Chromatic Scales ● Drum Groove Test #3 ● Class appropriate rhythms ● Understand chord structure ● Improvise simple solos ● Understand jazz styling ● Listening quizzes 	<ul style="list-style-type: none"> ● Concert Ab, Ab7, Ab-7, Ab Blues, Ab Chromatic Scales ● Drum Groove Test #4 ● Class appropriate rhythms ● Understand chord structure ● Improvise simple solos ● Understand jazz styling ● Listening quizzes

MS Jazz Band

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Class appropriate rhythms		Students will be able to play music that has rhythms from Rhythm Sheets 1-9.	Teacher observation/playing tests	
Understand chord structure		Students will be able to play Concert Bb, F, Eb, and Ab scales from memory in the following forms: Major, Dominant, Minor 7th (Blues and Chromatic extra credit). The scale will include the 7th and 9th of the scale.	Scales Tests/teacher observation	
Improvise simple solos		Students will learn the Concert Bb Blues scale, several "licks" in concert Bb, and simple improvisation organizing technique. The student will then improvise over 12 Bar Blues in Concert Bb and during "Louie Louie" in Discovery Jazz Collection.	Teacher observation	
Understand jazz styling		Student will be able to write down the articulations to rule #1 (Marcatos on all quarter notes on 2 and 4 and upbeats). The student will be able to write down the articulations to rule #2 (Accents on all notes on upbeats not affected by rule #1). The student will also be able to demonstrate understanding by playing swing style by applying rules 1 and 2 to current year's music.	Written tests/teacher observation	
Listening quizzes		Each quarter, students will be able to identify up to 10 songs by title and artists of jazz and rock standards.	Listening tests	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

HS Band Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Memorize marching routine • Memorize marching songs • Demonstrate correct marching style • Class appropriate rhythms (RS RS 1-10) 	<ul style="list-style-type: none"> • Scales and rudiments up to four flats/sharps • Class appropriate rhythms (RS RS 1-10) • Play grade appropriate music to conducting gestures • Understand/apply ABC Chart • Identify and interpret signs, symbols and terms class appropriate
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Solo or Small Ensemble rating/folder music • Class appropriate rhythms (RS RS 1-10) • Play grade appropriate music to conducting gestures • Understand/apply ABC Chart • Identify and interpret signs, symbols and terms class appropriate 	<ul style="list-style-type: none"> • Class appropriate rhythms (RS RS 1-10) • Scales and rudiments up to four flats/sharps • Play grade appropriate music to conducting gestures • Understand/apply ABC Chart • Identify and interpret signs, symbols and terms class appropriate

HS Band

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Class appropriate rhythms (RS RS 1-10)		See standards from 6th, 7th, and 8th Grade Rhythm Sheets	Teacher observation	
Grade appropriate notes/rudiments		Students will perform their Bb, F, Eb, and Ab, G, D, A, and E scales and arpeggios from memory. They will also play their Chromatic Scale. Percussion students will play all rudiments learned in grades 6-8.	Playing Tests using Scale rubric	
Play grade appropriate music to conducting gestures		Students will play selected pieces of literature while following tempo, dynamics, and articulation gestures.	Teacher observation.	
Understand/apply ABC Chart		Students will demonstrate an understanding of the ABC Chart words by applying the concepts of Tone, Rhythm, Notes, Dynamics, Articulations, Balance, Blend, Phrase, Contour, Intonation and Precision	Teacher observation	
Identify and interpret signs, symbols and terms class appropriate		New symbols and terms will be introduced based on music performed.	Teacher observation	
Memorize marching routine		Students will demonstrate memorization of the field show routine	Teacher observation	
Memorize marching song		Student will demonstrate the ability to play the current year's marching song from memory with correct notes, rhythms, articulation, and dynamics.	Playing test	
Demonstrate correct marching style		Students will demonstrate correct marching skills including: Attention, rearback, swagger, toe angle, body carriage, instrument carriage, head angle. They will also be able to demonstrate the ability to move correctly during whistle commands of attention, forward march, roll off, mark time, and halt.	Teacher observation	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

HS Jazz Band Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Concert Bb, Bb7, Bb-7, Bb Blues, Bb Chromatic Scales ● Percussion Grooves ● Class appropriate rhythms ● Understand chord structure ● Improvise simple solos ● Understand jazz styling ● Listening quizzes 	<ul style="list-style-type: none"> ● Concert F, F7, F-7, F Blues, F Chromatic Scales ● Percussion Grooves ● Class appropriate rhythms ● Understand chord structure ● Improvise simple solos ● Understand jazz styling ● Listening quizzes
Quarter 3	Quarter 4
<ul style="list-style-type: none"> ● Concert Eb, Eb7, Eb-7, Eb Blues, Eb Chromatic Scales ● Percussion Grooves ● Class appropriate rhythms ● Understand chord structure ● Improvise simple solos ● Understand jazz styling ● Listening quizzes 	<ul style="list-style-type: none"> ● Concert Ab, Ab7, Ab-7, Ab Blues, Ab Chromatic Scales ● Percussion Grooves ● Class appropriate rhythms ● Understand chord structure ● Improvise simple solos ● Understand jazz styling ● Listening quizzes

HS Jazz Band

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Class appropriate rhythms		Students will be able to play music that has rhythms from Rhythm Sheets 1-9.	Teacher observation	
Understand chord structure		Students will be able to play Concert Bb, F, Eb, and Ab scales from memory in the following forms: Major, Dominant, Minor 7th (Blues and Chromatic extra credit). The scale will include the 7th and 9th of the scale.	Written Tests	
Improvise simple solos		Students will learn the Concert Bb Blues scale, several “licks” in concert Bb, and simple improvisation organizing technique. The student will then improvise over 12 Bar Blues in Concert Bb and during “Louie Louie” in Discovery Jazz Collection.	Teacher observation	
Understand jazz styling		Student will be able to write down the articulations to rule #1 (Marcatos on all quarter notes on 2 and 4 and upbeats). The student will be able to write down the articulations to rule #2 (Accents on all notes on upbeats not affected by rule #1). The student will also be able to demonstrate understanding by playing swing style by applying rules 1 and 2 to current year’s music.	Teacher observation/playing tests	
Listening quizzes		Each quarter, students will be able to identify up to 10 songs by title and artists of jazz and rock standards.	Listening assessment	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

HS Flags Year At-A-Glance:

Semester 1	Semester 2
<ul style="list-style-type: none"> • Memorize field show routines • Memorize street routine • Demonstrate basic fundamental moves • March in step 	<ul style="list-style-type: none"> • Memorize field show routines • Memorize street routine • Demonstrate basic fundamental moves • March in step

<u>HS Flags</u>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Memorize field show routines		Students will demonstrate the ability to memorize the field show routine.	Instructor observation	
Memorize street routine		Students will demonstrate the ability to memorize the street song routine	Instructor observation	
Demonstrate basic fundamental moves		Students will demonstrate the ability to execute the following skills: Posture/stance Push spins Drop spins Flourishes Around the world Flats Angles Rows Pop toss Push toss	Instructor observation	
March in step		Students will be able to perform fundamental skills and routines while marching in step to a beat.	Instructor observation	

Show Choir Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Concerts and Competitions NSME 1, 7 ● Folder Music NSME 1, 6, 8, 9 ● Scale Singing NSME 1, 6 ● Warm-Ups (Technique Development) NSME 1 ● Listening NSME 6, 7 ● Theory Worksheets NSME 3, 4, 5, 6 (alt weeks) ● Theory Skill Drills NSME 3, 4, 5, 6 (alt weeks) ● Tone and Intonation NSME 1, 6 ● Tempo and Dynamics NSME 1, 6 ● Phrasing and Musical Effect NSME 1, 6 ● Rhythm and Precision NSME 1, 6 	<ul style="list-style-type: none"> ● Concerts and Competitions NSME 1, 7 ● Folder Music NSME 1, 6, 8, 9 ● Warm-Ups (Technique Development) NSME 1 ● Theory Worksheets NSME 3, 4, 5, 6 (alt weeks) ● Theory Skill Drills NSME 3, 4, 5, 6 (alt weeks) ● Tone and Intonation NSME 1, 6 ● Tempo and Dynamics NSME 1, 6 ● Phrasing and Musical Effect NSME 1, 6 ● Rhythm and Precision NSME 1, 6

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Quarter 3	Quarter 4
<ul style="list-style-type: none"> ● Concerts and Competitions NSME 1, 7 ● Folder Music NSME 1, 6, 8, 9 ● Sight-Reading NSME 1, 3, 5, 6 ● Small Ensembles NSME 1, 7 ● Warm-Ups (Technique Development) NSME 1 ● Theory Worksheets NSME 3, 4, 5, 6 (alt weeks) ● Theory Skill Drills NSME 3, 4, 5, 6 (alt weeks) ● Tone and Intonation NSME 1, 6 ● Tempo and Dynamics NSME 1, 6 ● Phrasing and Musical Effect NSME 1, 6 ● Balance and Blend NSME 1, 6 ● Rhythm and Precision NSME 1, 6 ● Stage Presence NSME 1, 7, 8, 9 	<ul style="list-style-type: none"> ● Concerts and Competitions NSME 1, 7 ● Folder Music NSME 1, 6, 8, 9 ● Sight-Reading NSME 1, 3, 5, 6 ● Small Ensembles NSME 1, 7 ● Warm-Ups (Technique Development) NSME 1 ● Listening NSME 6, 7 ● Theory Worksheets NSME 3, 4, 5, 6 (alt weeks) ● Theory Skill Drills NSME 3, 4, 5, 6 (alt weeks) ● Tone and Intonation NSME 1, 6 ● Tempo and Dynamics NSME 1, 6 ● Phrasing and Musical Effect NSME 1, 6 ● Balance and Blend NSME 1, 6 ● Rhythm and Precision NSME 1, 6 ● Stage Presence NSME 1, 7, 8, 9 ● Composition NSME 3, 4

Show Choir

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Demonstrate appropriate singing posture, breathing habits, diction, and tone production.	N/A	Students will sing a variety of choral repertoire while using knowledge of breathing, posture, and tone quality.	Teacher Observation Singing Test	
Distinguish between quality and non-quality performance through listening, performing, and self-assessment, and formulate suggestions for improvement.	Listening Skills	Students will use the MSHSAA festival adjudicator sheets to self assess, and assess recordings heard in class to formulate critical thinking and suggestions for improvement.	MSHSAA Large Group Form	Students will listen to our own choir and other choirs to distinguish between quality and non-quality performance.
Apply vocal techniques required for expressive performances of varied literature in class and in public performances.	Knowledge of PASTA	Students will use knowledge of proper vocal technique while performing the show choir show.	Teacher Observation	
At an appropriate skill level, sight-read (apply musical concepts to) standard notation using chants, mnemonic devices, and/or sol-feg.		Students will practice sight reading using solfege in class.	Sight-Reading Test	Students will utilize sightreadingfactory.com to strengthen their sight-reading skills. In addition, we will sight read in class every day.
Show emotions and rhythm skills through advanced body movement (choreography).		Students will apply choreography and dancing skills to music learned.	Teacher Observation	
Represent self, family, school, and community in an appropriate manner in class and in public performance.		Students will compete at various competitions throughout the school year.	Teacher Observation and self-evaluation	

HS Concert Choir Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Concerts and Competitions NSME 1, 7 ● Folder Music NSME 1, 6, 8, 9 	<ul style="list-style-type: none"> ● Concerts and Competitions NSME 1, 7 ● Folder Music NSME 1, 6, 8, 9

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

<ul style="list-style-type: none"> ● Scale Singing NSME 1, 6 ● Warm-Ups (Technique Development) NSME 1 ● Listening NSME 6, 7 ● Theory Worksheets NSME 3, 4, 5, 6 (alt weeks) ● Theory Skill Drills NSME 3, 4, 5, 6 (alt weeks) ● Tone and Intonation NSME 1, 6 ● Tempo and Dynamics NSME 1, 6 ● Phrasing and Musical Effect NSME 1, 6 ● Rhythm and Precision NSME 1, 6 	<ul style="list-style-type: none"> ● Warm-Ups (Technique Development) NSME 1 ● Theory Worksheets NSME 3, 4, 5, 6 (alt weeks) ● Theory Skill Drills NSME 3, 4, 5, 6 (alt weeks) ● Tone and Intonation NSME 1, 6 ● Tempo and Dynamics NSME 1, 6 ● Phrasing and Musical Effect NSME 1, 6 ● Rhythm and Precision NSME 1, 6
Quarter 3	Quarter 4
<ul style="list-style-type: none"> ● Concerts and Competitions NSME 1, 7 ● Folder Music NSME 1, 6, 8, 9 ● Sight-Reading NSME 1, 3, 5, 6 ● Small Ensembles NSME 1, 7 ● Warm-Ups (Technique Development) NSME 1 ● Theory Worksheets NSME 3, 4, 5, 6 (alt weeks) ● Theory Skill Drills NSME 3, 4, 5, 6 (alt weeks) ● Tone and Intonation NSME 1, 6 ● Tempo and Dynamics NSME 1, 6 ● Phrasing and Musical Effect NSME 1, 6 ● Balance and Blend NSME 1, 6 ● Rhythm and Precision NSME 1, 6 ● Stage Presence NSME 1, 7, 8, 9 	<ul style="list-style-type: none"> ● Concerts and Competitions NSME 1, 7 ● Folder Music NSME 1, 6, 8, 9 ● Sight-Reading NSME 1, 3, 5, 6 ● Small Ensembles NSME 1, 7 ● Warm-Ups (Technique Development) NSME 1 ● Listening NSME 6, 7 ● Theory Worksheets NSME 3, 4, 5, 6 (alt weeks) ● Theory Skill Drills NSME 3, 4, 5, 6 (alt weeks) ● Tone and Intonation NSME 1, 6 ● Tempo and Dynamics NSME 1, 6 ● Phrasing and Musical Effect NSME 1, 6 ● Balance and Blend NSME 1, 6 ● Rhythm and Precision NSME 1, 6 ● Stage Presence NSME 1, 7, 8, 9 ● Composition NSME 3, 4

High School Concert Choir

Last Revised (Date & Name):

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments
--	-------------------------	------------------	---------------------	--

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Music Curriculum

Demonstrate appropriate singing posture, breathing habits, diction, and tone production.		Students will sing a variety of choral repertoire while using knowledge of breathing, posture, and tone quality.	Performance Test	
Perform (synthesize) multiple sounds by singing rounds, canons, two, three, or four-part choral music.		Students will apply knowledge and skills of singing learned by singing four part-choral music.	Teacher Observation and individual testing	Students will sing a variety of repertoire throughout the school year.
Distinguish between quality and non-quality performance through listening, performing, and self-assessment, and formulate suggestions for improvement.		Students will use the MSHSAA festival adjudicator sheets to self assess, and assess recordings heard in class to formulate critical thinking and suggestions for improvement	MSHSAA Large Ensemble Rubric	
Apply stylistic elements and techniques needed to perform the music of various genres and cultures in class and in public performances.		Students will use knowledge of different world cultures to perform multi-cultural music.	Students will be tested over knowledge of different cultures learned in multicultural music sang in class.	
At an appropriate skill level, sight-read (apply musical concepts to) standard notation using chants, mnemonic devices, and/or sol-feg.		Students will sight read using solfege and use Sight reading Factory for practice.	Sight Reading Test	
Represent self, family, school, and community in an appropriate manner in class and in public performance.		Students will perform several concerts per school year.	Teacher Observation, Selv-Evaluation and Concert Reflection	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:

