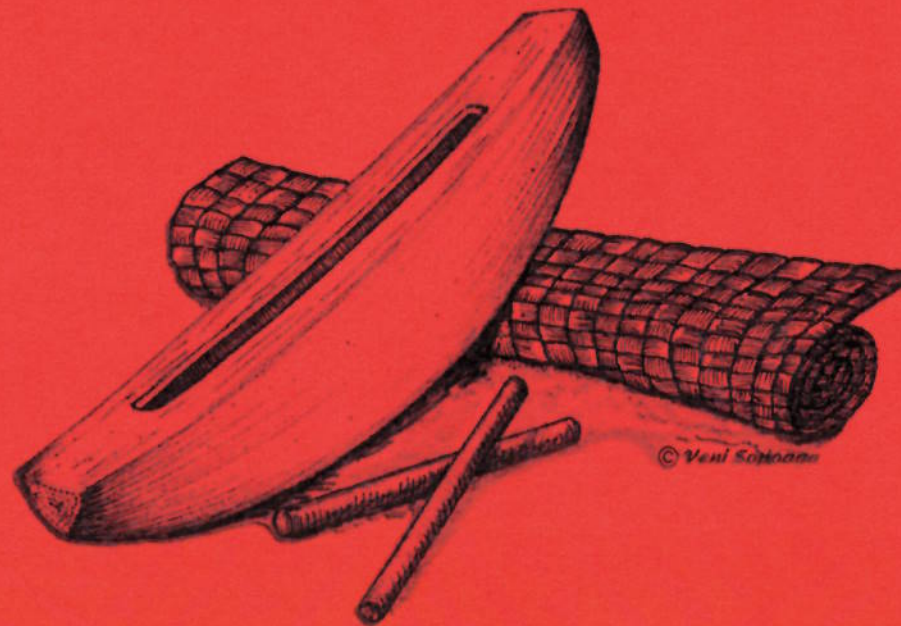




American Samoa Department of Education



MUSIC FRAMEWORK



Music Framework Scope and Sequence 2013-14

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Introduction

Music is an art and a cultural force, capable of elevating the quality of living in the home, the school, and the community. It is a well established fact that music is a source of lifelong enjoyment and pleasure to people in general and to Samoan people in particular. Even later in life, a person still remembers his musical career and can often continue to play an instrument, to sing, and to be part of a community affairs, etc., for an extended period of his life. As an avocation, music is far beyond the ordinary. In addition, the potential for a career in music cannot be overlooked or discounted. Many rewarding and challenging careers await the talented students and they range from performance, to composition, to teaching.

Through singing, playing instruments, and composing, students can express themselves creatively, while a knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music.

American Samoan students, both elementary and secondary, have consistently demonstrated unique and rich musical talents and abilities that have a very high potential for development, under proper guidance.

Philosophy

The philosophy underlying this guide is expressed succinctly by the American Association of School Administrators (AASA): "We believe in a well-balanced school curriculum in which music, drama, painting, poetry, sculpture and the like are included side by side with other important subjects, such as mathematics, history and science. It is important that pupils, as a part of general education, learn to appreciate, to understand, to create, and to criticize with discrimination those parts of the mind, the voice, the hand and the body, which give dignity to the person and exalt the spirit of man.

In line with the AASA philosophy, the curriculum content of this music guide is based on the belief that a balanced school curriculum should provide each student with an opportunity to develop a sensitivity to music, an ability to use music in expressing himself, an understanding and

appreciation of his cultural heritage in music, and a desire to experience more meaning in life through musical experiences.

Performing Group Philosophy

The basic role of performing groups should be the aesthetic and musical development of the child. Performance is a medium for the educational development of the student and should not be used solely for the purpose of public relations or entertainment. Experience in a performance group should provide the student with knowledge and understanding of basic music properties. If performance is to achieve its basic role, there must be a well-balanced, sequential course of study. In addition, the student is given the opportunity to develop a functional understanding of music and a historical understanding of the cultural development in the performing arts.

Performing experiences can be a motivating tool for the young student. It gives the student an opportunity to strive for excellence, develop a sense of responsibility and encourages discipline and commitment. Performing in front of an audience of strangers will develop poise and confidence within the child.

Elementary Music Curriculum

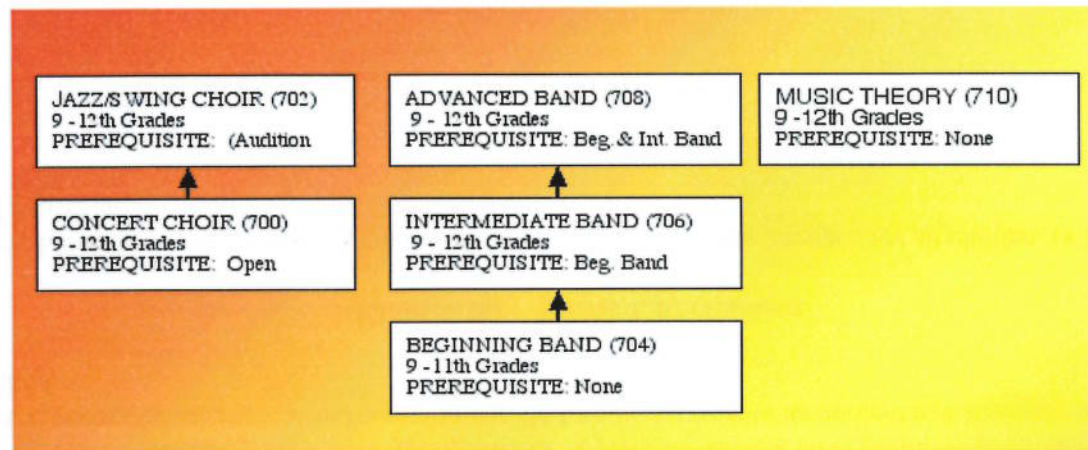
The overall Music Program for elementary schools is entitled, GENERAL MUSIC. It is intended for all children in Levels K-8. The concepts included under General Music are:

- Singing
- Reading music
- Moving to music
- Listening
- Creating music
- Playing musical instruments

The activities planned from these concepts certainly help encourage the student to explore and discover the area that is most enjoyable to them. These activities will also help the student to develop an attitude toward music that will ultimately convey to them the value music can have for them as individuals. This array of concepts quite adequately covers the range of musical experiences that are appropriate for and common found in elementary schools.

Music is integrated in all elementary content areas and many of the schools have music classes, two to three times a week for 30 to 40 minutes. A few of the elementary schools have performing choirs.

Secondary Music Curriculum



Music is an elective in the high school program and there are no required music courses except prerequisite classes required for upper level music courses. High school music classes include choral, instrumental and music theory.

The music classroom activities offer the rewarding experiences of making music and developing skills, understandings, and attitudes for personal enjoyment, expression and musical growth. Because music gives a person broad sensitivities, creative awareness and a knowledge of himself, the secondary music curriculum is structured with emphasis on experiences for everyone interested rather than on performance by a few. It offers all students a learning experience in music, one that respects the art (with its noble expression of mind and spirit) and at the same time, respects the sociological and immediate expressive needs of the student.

Performing groups justify recognition in the curriculum because of the pleasures of performance, discipline involved, group achievement opportunities, social experience, contribution to school and community life, and depth of musical understanding. Classroom music activities involve the studying and making of music both at a practical recreational level and at an advanced level.

The secondary music curriculum is taught through a comprehensive process. The amount of emphasis given to a particular concept will vary from one course or class to another (i.e., melodic concepts could be a part of the study for classes in music theory as well as for a performance group), but the approach as well as the emphasis should be suited to, the subject and the achievement level of the student

General Goals - Secondary School

- To expand the understanding of the interaction among musical elements, which result in forms of music.
 - a. Melody, phrase structure, phrase repetition, sequence
 - b. Tonality, harmony, harmonic rhythm, modulation
 - c. Contrapuntal techniques, imitation, fugue, canon
- To perfect skills in reading and writing music.
 - a. Scales
 - b. Rhythmic patterns
 - c. Meter signatures
 - d. Terminology
 - e. Intervals
 - f. Dynamic markings
- To explore new techniques in musical expression.
- To continue the development of the ability to recognize and understand the use of certain instruments and/or voices.
- To provide experiences in creating music.
- To develop a historical perspective of music.
- To develop an understanding and appreciation of the various ethnic musical traditions.
- To study music as part of contemporary society.

A thorough analysis of student needs and interests (assessment) is periodically undertaken to assist in planning the music program.

Special Projects

Music Festivals for elementary and secondary schools were originally scheduled for May as a celebration to end the school year. Due to the number of special projects at the end of the year, Music Festivals have been moved to the first semester. The OCI Music Dept. organizes and presents these festivals providing a venue for students to perform and share their talents for music with our island audiences. Students sing and dance programs they have spent weeks rehearsing and preparing.

All schools perform throughout the year in their schools, in the community and at government and private functions. This includes holiday celebrations, special invitations to perform etc.

Scope of Music Education
Content Standards
Kindergarten

Music Content Standards	Benchmarks	Resource
<p>1. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>	<p>K.1.1 Sing or play classroom instruments independently or in a group. K.1.2 Sing age appropriate songs from memory</p>	<ul style="list-style-type: none"> • Internet. (kinderart.com, instructables.com) Homemade percussion instruments. • OCI CD Samoan Folksongs Package
<p>2. The student reads and writes music notation.</p>	<p>K.2.1 Read and write simple patterns of rhythm using notes and rests, K.2.2 Write simple examples of music notation.</p>	<ul style="list-style-type: none"> • Music Literacy for Elementary (OCIA Theory booklet) • Alfred's Essentials of Music Theory – Alfred Pub. Co.
<p>3. The student creates and arranges music within specified guidelines.</p>	<p>K.3.1 Create short melodic patterns K.3.2 Create simple rhythmic accompaniments using body percussion or classroom instruments.</p>	<ul style="list-style-type: none"> • OCI Music Literacy Booklet, • Alfred's Essentials of Music Theory – Alfred Pub. Co.
<p>4. The student listens to, analyzes and evaluates musical sound and describes music.</p>	<p>K.4.1 Identify the difference between the voices; speaking, calling, whispering and singing. K.4.2 Identify the timbre of adult voices and instruments. K.4.3 Identify simple musical forms (e.g., phrase, AB, echo)</p>	<ul style="list-style-type: none"> • Percussion Instruments • OCI CD Samoan Folksongs Package • Internet – streaming videos of musical performances by various artist.
<p>5. The student relates music to history, to society and to culture.</p>	<p>K.5.1 Sing and play simple singing games from various cultures. K.5.2 Use a personal vocabulary to describe voices. K.5.3 Identify simple relationships between music and other subjects.</p>	

<p>6. The student responds to and evaluates music performances.</p>	<p>K.6.1 Identify steady beat in musical performances.</p> <p>K.6.2 Identify higher/lower, louder/softer, faster/slower and same/different in musical performances.</p> <p>K.6.3 Describe how ideas or moods are communicate</p>	<ul style="list-style-type: none"> • Internet – streaming videos of musical performances by various artist. • CD of musical performances from other cultures.
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Grade 1

Music Content Standards	Benchmarks	Resource
<p>1. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>	<p>1.1.1. Sing with accuracy in a developmentally appropriate range.</p> <p>1.1.2 Sing age-appropriate songs from memory.</p> <p>1.1.3 Play simple accompaniments on classroom instruments.</p>	<ul style="list-style-type: none"> • Music selected by teacher for appropriate skill level. • Internet. (kinderart.com, instructables.com) Homemade percussion instruments. • OCI CD Samoan Folksongs Package
<p>2. The student reads and writes music notation</p>	<p>1.2.1 Read and write simple patterns of rhythm, pitch, and using notes and rests.</p> <p>1.2.2 Write simple examples of music notation.</p>	<ul style="list-style-type: none"> • Music Literacy for Elementary (OCIA Theory booklet) • Alfred’s Essentials of Music Theory – Alfred Pub. Co.
<p>3. The student creates and arranges music within specified guidelines.</p>	<p>1.3.1 Create short melodic patterns.</p> <p>1.3.2 Create simple rhythmic accompaniments using body percussion or classroom instruments.</p>	<ul style="list-style-type: none"> • OCI Music Literacy Booklet, • Alfred’s Essentials of Music Theory – Alfred Pub. Co.
<p>4. The student listens to, analyzes and evaluates musical sound and describes music.</p>	<p>1.4.1 Identify voices and visually and aurally identify selected instruments from various musical families.</p> <p>1.4.2 Use basic music terminology to describe musical</p>	<ul style="list-style-type: none"> • Percussion Instruments • OCI CD Samoan Folksongs Package • Internet – streaming videos of musical performances by various
<p>4. The student listens to, analyzes and evaluates musical sound and describes music.</p>	<p>1.4.1 Identify voices and visually and aurally identify selected instruments from various musical families.</p> <p>1.4.2 Use basic music terminology to describe musical</p>	<ul style="list-style-type: none"> • Percussion Instruments • OCI CD Samoan Folksongs Package • Internet – streaming videos of musical performances by various artist.

<p>5. The student relates music to history, to society, and to culture.</p>	<p>1.5.1 Sing and play simple singing games from various cultures.</p> <p>1.5.2 Recognize and discuss the use of music in celebrations of the cultures represented in the school population.</p> <p>1.5.3 Use a personal vocabulary to describe voices, instruments and music from diverse cultures.</p> <p>1.5.4 Perform music representative of Samoan and American heritage.</p> <p>1.5.5 Identify simple relationships between music and other subjects.</p>	<ul style="list-style-type: none"> • Internet – videos of a variety of music genres and historical periods.
<p>6. The student responds to and evaluates music and musical performance.</p>	<p>1.6.1 Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower and same/different in musical performances.</p> <p>1.6.2 Recognize and explain how people respond to their world through music.</p> <p>1.6.3 Describe how ideas or moods are communicated through music.</p> <p>1.6.4 Begin to practice appropriate audience behavior during live performances.</p>	<ul style="list-style-type: none"> • Internet – streaming videos of musical performances by various artist. • CD of musical performances from other cultures.

Grade 2

Music Content Standards	Benchmarks	Resource
<p>1. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>	<p>2.1.1 Sing with accuracy in a developmentally appropriate range.</p> <p>2.1.2 Sing age appropriate songs from memory.</p> <p>2.1.3 Play rhythmic ostinatos on classroom instruments.</p>	<ul style="list-style-type: none"> • Music selected by teacher for appropriate skill level. • Internet. (kinderart.com, instructables.com) Homemade percussion instruments. • OCI CD Samoan Folksongs Package
<p>2. The student reads and writes music notation</p>	<p>2.2.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.</p> <p>2.2.2 Read, write and perform simple patterns of pitch using a system (letters, numbers, syllable).</p>	<ul style="list-style-type: none"> • Music Literacy for Elementary (OCIA Theory booklet) • Alfred's Essentials of Music Theory – Alfred Pub. Co.
<p>3. The student creates and arranges music within specified guidelines.</p>	<p>2.3.1 Create simple melodic phrases.</p> <p>2.3.2 Create simple rhythmic phrases.</p> <p>2.3.3 Create rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.</p>	<ul style="list-style-type: none"> • OCI Music Literacy Booklet, • Alfred's Essentials of Music Theory – Alfred Pub. Co.
<p>4. The student listens to, analyzes and evaluates musical sound and describes music.</p>	<p>2.4.1 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.</p> <p>2.4.2 Identify simple musical forms, emphasizing verse/refrain, AB, ABA.</p> <p>2.4.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.</p>	<ul style="list-style-type: none"> • Percussion Instruments • OCI CD Samoan Folksongs Package • Internet – streaming videos of musical performances by various artist.

<p>5. The student relates music to history, to society, and to culture.</p>	<p>2.5.1 Identify the uses of specific music in daily or special events practiced in other cultures.</p> <p>2.5.2 Sing simple songs and play singing games from various cultures.</p> <p>2.5.3 Describe music from various cultures.</p> <p>2.5.4 Identify relationships between music and other subjects.</p>	<ul style="list-style-type: none"> • Internet – videos of a variety of music genres and historical periods.
<p>6. The student responds to and evaluates music and musical performance.</p>	<p>2.6.1 Use the terminology of music in discussing individual preferences or specific music.</p> <p>2.6.2 Identify how musical elements communicate ideas or moods.</p> <p>2.6.3 Respond to a live performance with appropriate audience behavior.</p>	<ul style="list-style-type: none"> • Internet – streaming videos of musical performances by various artist. • CD of musical performances from other cultures.

Grade 3

Music Content Standards	Benchmarks	Resource
<p>1. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>	<p>3.1.1 Sing with accuracy in a developmentally appropriate range.</p>	<ul style="list-style-type: none"> • Music selected by teacher for appropriate skill level. • Internet. (kinderart.com, instructables.com) Homemade percussion instruments. • OCI CD Samoan Folksongs Package

<p>2. The student reads and writes music notation.</p>	<p>3.2.1 Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</p> <p>3.2.2 Read, write, and perform pentatonic patterns, using solfege.</p>	<ul style="list-style-type: none"> • Music Literacy for Elementary (OCIA Theory booklet) • Alfred's Essentials of Music Theory – Alfred Pub. Co.
<p>3. The student creates and arranges music within specified guidelines.</p>	<p>3.3.1 Create short rhythmic and melodic phrases in question-and-answer form.</p>	<ul style="list-style-type: none"> • OCI Music Literacy Booklet, • Alfred's Essentials of Music Theory – Alfred Pub. Co.
<p>4. The student listens to, analyzes and evaluates musical sound and describes music.</p>	<p>3.4.1 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.</p> <p>3.4.2 Identify visually and aurally the orchestral instruments and male and female adult voices.</p> <p>3.4.3 Describe the way in which sound is produced on various instruments.</p> <p>3.4.4 Identify simple musical forms (e., AABA, AABB, rounds).</p>	<ul style="list-style-type: none"> • Percussion Instruments • OCI CD Samoan Folksongs Package • Internet – streaming videos of musical performances by various artist.
<p>5. The student relates music to history, to society, and to culture.</p>	<p>3.5.1 Identify the uses of music in various cultures and time periods.</p> <p>3.5.2 Sing memorized songs from diverse cultures.</p> <p>3.5.3 Play memorized songs from diverse cultures.</p> <p>3.5.4 Identify differences and commonalities in music from various cultures.</p>	<ul style="list-style-type: none"> • Internet – videos of a variety of music genres and historical periods.

<p>6. The student responds to and evaluates music and musical performance.</p>	<p>3.6.1 Distinguish between beat/rhythm, higher/lower louder/softer, faster/slower, and same/different in musical beat/rhythm, higher/lower, louder/softer, faster/slower and same/different in musical performances.</p> <p>3.6.2 Select and use specific criteria in making judgments about the quality of a musical performance.</p> <p>3.6.3 Describe how specific musical elements communicate particular ideas or moods in music.</p>	<ul style="list-style-type: none"> • Internet – streaming videos of musical performances by various artist. • CD of musical performances from other cultures.
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Grade 4

<p style="text-align: center;">Music Content Standards</p>	<p style="text-align: center;">Benchmarks</p>	<p style="text-align: center;">Resource</p>
<p>1. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>	<p>4.1.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.</p> <p>4.1.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants and ostinatos, by oneself and with others.</p>	<ul style="list-style-type: none"> • Music selected by teacher for appropriate skill level. • Internet. (kinderart.com, instructables.com) Homemade percussion instruments. • OCI CD Samoan Folksongs Package
<p>2. The student reads and writes music notation</p>	<p>4.2.1 Read, write, and perform melodic notation for simple songs using a system (letters, numbers, syllables).</p> <p>4.2.2 Identify music symbols and terms referring to dynamics and tempo, interpreting them appropriately when performing.</p>	<ul style="list-style-type: none"> • Music Literacy for Elementary (OCIA Theory booklet) • Alfred's Essentials of Music Theory – Alfred Pub. Co.

3. The student creates and arranges music within specified guidelines.	<p>4.3.1 Create simple rhythmic and melodic phrases on classroom instruments.</p> <p>4.3.2 Create simple accompaniments.</p>	<ul style="list-style-type: none"> • OCI Music Literacy Booklet, • Alfred's Essentials of Music Theory – Alfred Pub. Co.
4. The student listens to, analyzes and evaluates musical sound and describes music.	<p>4.4.1 Use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.</p> <p>4.4.2 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).</p> <p>4.4.3 Identify and describe aural examples of musical forms such as AB,</p>	<ul style="list-style-type: none"> • Percussion Instruments • OCI CD Samoan Folksongs Package • Internet – streaming videos of musical performances by various artist.
5. The student relates music to history, to society, and to culture	4.5.1 Explain the relationship between music and events in history.	<ul style="list-style-type: none"> • Music selected by teacher for appropriate skill level. • Internet (kinderart.com).

<p>5. The student relates music to history, to society, and to culture</p>	<p>4.5.1 Explain the relationship between music and events in history.</p> <p>4.5.2 Identify aurally presented excerpts of music from diverse cultures, time periods, genres and style.</p> <p>4.5.3 Sing and play music from America, Samoa and other diverse cultures.</p> <p>4.5.4 Compare musical styles from two or more cultures.</p> <p>4.5.5 Identify connections between music and the other Fine Arts.</p>	<ul style="list-style-type: none"> • Music selected by teacher for appropriate skill level. • Internet. (kinderart.com, instructables.com) Homemade percussion instruments. • OCI CD Samoan Folksongs Package
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Grade 5

Music Content Standards	Benchmarks	Resource
<p>1. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>	<p>5.1.1 Perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.</p> <p>5.1.2 Perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures.</p> <p>5.1.3 Demonstrate appropriate small and large ensemble performance techniques during formal and informal programs including concerts.</p>	<ul style="list-style-type: none"> • Music selected by teacher for appropriate skill level. • OCI CD Samoan Folksongs Package
<p>2. The student reads and writes music notation</p>	<p>5.2.1 Read standard notation.</p> <p>5.2.2 Use standard symbols to notate meter, rhythm, and</p>	<ul style="list-style-type: none"> • Music Literacy for Elementary (OCIA Theory booklet) • Alfred's Essentials of Music

	<p>pitch in simple patterns.</p> <p>5.2.3 Read and write music that incorporates rhythmic patterns in various ensemble.</p> <p>5.2.4 Identify music symbols and terms referring to dynamics, tempo, and articulation.</p>	Theory – Alfred Pub. Co.
3. The student creates and arranges music within specified guidelines.	<p>5.3.1 Create rhythmic and melodic phrases.</p> <p>5.3.2 Create/arrange simple accompaniments.</p>	<ul style="list-style-type: none"> • Music Literacy for Elementary (OCIA Theory booklet) • Alfred's Essentials of Music Theory – Alfred Pub. Co.
4. The student listens to, analyzes and evaluates musical sound and describes music.	<p>5.4.1 Distinguish among a variety of musical timbres.</p> <p>5.4.2 Use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.</p> <p>5.4.3 Identify a variety of music forms such as AB, ABA, rondo, and theme and variations.</p>	<ul style="list-style-type: none"> • Percussion Instruments • OCI CD Samoan Folksongs Package • Internet – streaming videos of musical performances by various artist.
5. The student relates music to history, to society, and to culture.	<p>5.5.1 Identify aurally presented excerpts of music representing diverse genres, styles, periods and cultures.</p> <p>5.5.2 Describe various music vocations and avocations.</p> <p>5.5.3 Perform music and movement from diverse cultures.</p> <p>5.5.4 Perform music representative of Samoan and American heritage.</p> <p>5.5.5 Identify concepts taught in the other fine arts and</p>	<ul style="list-style-type: none"> • Internet – videos of a variety of music genres and historical periods.

	their relationships to music concepts.	
6. The student responds to and evaluates music and musical performance.	<p>5.6.1 Apply criteria in evaluating musical performances and compositions.</p> <p>5.6.2 Evaluate, using music terminology, personal preferences for specific music works and styles.</p> <p>5.6.3 Exhibit concert etiquette as an actively involved listener during varied live performances.</p>	<ul style="list-style-type: none"> • Internet – streaming videos of musical performances by various artist. • CD of musical performances from other cultures.

Grade 6

Music Content Standards	Benchmarks	Resource
1. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.	<p>6.1.1 Perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.</p> <p>6.1.2 Perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures.</p> <p>6.1.3 Demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.</p>	<ul style="list-style-type: none"> • Internet. (kinderart.com, instructables.com) Homemade percussion instruments. • OCI CD Samoan Folksongs Package
2. The student reads and writes music notation	<p>6.2.1 Sight-read simple music in treble and/or clefs in various keys and meters.</p> <p>6.2.2 Use standard symbols to notate meter, rhythm, pitch, and dynamics.</p>	<ul style="list-style-type: none"> • Music Literacy for Elementary (OCIA Theory booklet) • Alfred's Essentials of Music Theory – Alfred Pub. Co.

	<p>6.2.3 Identify music symbols and terms referring to dynamics, tempo, and articulation and interpret them appropriately when performing.</p>	
<p>3. The student creates and arranges music within specified guidelines.</p>	<p>6.3.1 Create rhythmic and melodic phrases.</p> <p>6.3.2 Arrange rhythmic and melodic phrases.</p>	<ul style="list-style-type: none"> • OCI Music Literacy Booklet, • Alfred's Essentials of Music Theory – Alfred Pub. Co.
<p>4. The student listens to, analyzes and evaluates musical sound and describes music.</p>	<p>6.4.1 Individually demonstrate characteristic vocal or Instrumental timbre.</p> <p>6.4.2 Use standard terminology in explaining intervals, music notation, musical instruments or voices, and musical performances.</p> <p>6.4.3 Identify music forms presented aurally and through music notation.</p>	<ul style="list-style-type: none"> • Percussion Instruments • OCI CD Samoan Folksongs Package • Internet – streaming videos of musical performances by various artist.
<p>5. The student relates music to history, society, and to culture.</p>	<p>6.5.1 Describe aurally presented music representing diverse styles, periods, and cultures.</p> <p>6.5.2 Describe music-related vocations and avocations.</p> <p>6.5.3 Perform music representative of diverse cultures, Including Samoan and American heritage.</p> <p>6.5.4 Relate the other fine arts to music concepts.</p>	<ul style="list-style-type: none"> • Internet – videos of a variety of music genres and historical periods.
<p>6. The student responds to and evaluates music and musical performance.</p>	<p>6.6.1 Identify criteria for evaluating performances;</p> <p>6.6.2 Evaluate the quality and effectiveness of music</p>	<ul style="list-style-type: none"> • Internet – streaming videos of musical performances by various artist.

	and musical performances. 6.6.3 Exhibit concert etiquette as an informed, actively involved listener during varied live performances.	• CD of musical performances from other cultures.
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Grade 7

Music Content Standards	Benchmarks	Resource
1. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.	<p>7.1.1 Perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.</p> <p>7.1.2 Perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures.</p> <p>7.1.3 Demonstrate appropriate small and large ensemble performance techniques during formal and informal programs including concerts.</p>	<ul style="list-style-type: none"> • Music selected by teacher for appropriate skill level. • Internet. (kinderart.com, instructables.com) Homemade percussion instruments. • OCI CD Samoan Folksongs Package
2. The student reads and writes music notation.	<p>7.2.1 Sight-read music in treble and/or other clefs in various keys and meters.</p> <p>7.2.2 Notate meter, rhythm, pitch, and dynamics using standard symbols.</p> <p>7.2.3 Interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.</p>	<ul style="list-style-type: none"> • Music Literacy for Elementary (OCIA Theory booklet) • Alfred's Essentials of Music Theory – Alfred Pub. Co.
3. The student creates and arranges music within specified guidelines.	<p>7.3.1 Create increasingly complex rhythmic and melodic phrases.</p> <p>7.3.2 Arrange increasingly complex rhythmic and</p>	<ul style="list-style-type: none"> • OCI Music Literacy Booklet, • Alfred's Essentials of Music Theory – Alfred Pub. Co.

	melodic phrases.	
4. The student listens to, analyzes and evaluates musical sound and describes music.	<p>7.4.1 Demonstrate characteristic vocal or instrumental timbre individually and in groups.</p> <p>7.4.2 Describe intervals, music notation, musical instruments or voices, and musical performances, using standard terminology.</p> <p>7.4.3 Identify music forms presented aurally and through music notation.</p>	<ul style="list-style-type: none"> • Percussion Instruments • OCI CD Samoan Folksongs Package • Internet – streaming videos of musical performances by various artist.
5. The student relates music to history, to society, and to culture	<p>7.5.1 Classify aurally presented music representative of diverse genres, styles, periods, and cultures.</p> <p>7.5.2 Describe music-related vocations and avocations.</p> <p>7.5.3 Perform music representative of diverse cultures, including Samoan and American heritage.</p> <p>7.5.4 Identify the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.</p>	<ul style="list-style-type: none"> • Internet – videos of a variety of music genres and historical periods.
6. The student responds to and evaluates music and musical performance.	<p>7.6.1 Design and apply criteria for evaluating the quality and effectiveness of music and musical performances.</p> <p>7.6.2 Evaluate the quality and effectiveness of personal performances.</p> <p>7.6.3 Exhibit concert etiquette during live performances in a variety of settings.</p>	<ul style="list-style-type: none"> • Internet – streaming videos of musical performances by various artist. • CD of musical performances from other cultures.

Grade 8

Music Content Standards	Benchmarks	Resource
<p>1. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>	<p>8.1.1 Perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.</p> <p>8.1.2 Perform expressively, incorporating appropriate stylistic qualities.</p> <p>8.1.3 Perform, from memory and notation, a varied repertoire of music representing styles from diverse cultures.</p> <p>8.1.4 Demonstrate appropriate small and large ensemble performance techniques during formal and informal concerts.</p>	<ul style="list-style-type: none"> • Music selected by teacher for appropriate skill level. • OCI CD Samoan Folksongs package
<p>2. The student reads and writes music notation.</p>	<p>8.2.1 Sight read music in treble and/or other clefs in various keys and meters.</p> <p>8.2.2 Notate meter, rhythm, pitch, and dynamics, using standard symbols.</p> <p>8.2.3 Interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.</p>	<ul style="list-style-type: none"> • Music Literacy for Elementary (OCIA Theory booklet) • Alfred's Essentials of Music Theory – Alfred Pub. Co.
<p>3. The student creates and arranges music within specified guidelines.</p>	<p>8.3.1 Create complex rhythmic and melodic phrases.</p> <p>8.3.2 Arrange complex rhythmic and melodic phrase.</p>	<ul style="list-style-type: none"> • OCI Music Literacy Booklet, • Alfred's Essentials of Music Theory – Alfred Pub. Co.

<p>4. The student listens to, analyzes and evaluates musical sound and describes music.</p>	<p>8.4.1 Demonstrate characteristic vocal or instrumental timbre individually and in groups.</p> <p>8.4.2 Describe in detail intervals, music notation, musical instruments, voices, and musical performances, using standard terminology.</p> <p>8.4.3 Identify music forms presented aurally and through music notation.</p>	<ul style="list-style-type: none"> • Percussion Instruments • OCI CD Samoan Folksongs Package • Internet – streaming videos of musical performances by various artist.
<p>5. The student relates music to history, to society, and to culture.</p>	<p>8.5.1 Classify aurally presented music representing diverse styles, periods, and cultures.</p> <p>8.5.2 Describe music related vocations and avocations.</p> <p>8.5.3 Perform music representative of diverse cultures, including Samoan, and American heritage.</p> <p>8.5.4 Relate the content, the concepts, and the processes of subjects other than the arts to those.</p>	<ul style="list-style-type: none"> • Internet – videos of a variety of music genres and historical periods.
<p>6. The student responds to and evaluates music and musical performance.</p>	<p>8.6.1 Design and apply criteria for evaluating the effectiveness of music and musical performance.</p> <p>8.6.2 Evaluate the quality and effectiveness of personal musical performances.</p>	<ul style="list-style-type: none"> • Internet – streaming videos of musical performances by various artist. • CD of musical performances from other cultures.

Grade 9 - 12

Music Content Standards	Benchmarks	Resource
<p>1. The student sings or plays an instrument, individually and in groups,</p>	<p>H.1.1 Demonstrate independently and in accurate Intonation and rhythm, fundamental skills, and basic</p>	<ul style="list-style-type: none"> • Music selected by teacher for appropriate skill level.
<p>1. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>	<p>H.1.1 Demonstrate independently and in accurate Intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately easy to moderately difficult literature.</p> <p>H.1.2 Perform expressively, from memory and notation, a varied repertoire of music representing styles from</p>	<ul style="list-style-type: none"> • Music selected by teacher for appropriate skill level. • Accent on Achievements • Essential Elements 2000 • Accent on Ensembles. • Musical instruments

<p>2. The student reads and writes music notation.</p>	<p>H.2.1 Sight-read easy to moderately difficult ensemble parts.</p> <p>H.2.2 Read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p>H.2.3 Interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances.</p>	<p>Alfred's Music Theory teacher/student Book 1&2</p>
<p>4. The student listens to, analyzes and evaluates musical sound and describes music.</p>	<p>H.4.1 Identify melodic and harmonic parts when listening to and/or performing music.</p> <p>H.4.2 Define concepts of intervals, music notation, chord structure, rhythm/meter, and musical performances using standard terminology.</p> <p>H.4.3 Compare and contrast elements of music through literature selected for performance and/or listening.</p>	<ul style="list-style-type: none"> • Piano Keyboard • cd & Player • Internet
<p>5. The student relates music to history, to society, and to culture.</p>	<p>H.5.1 Listen to and classify music by style and/or by historical period.</p> <p>H.5.2 Identify and describe the uses of music in society and culture including the Samoan culture and the various ethnic groups that make-up the Samoan community.</p> <p>H.5.3 Identify music related vocations and avocations within the community.</p> <p>H.5.4 Define the relationships between the content,</p>	<ul style="list-style-type: none"> • Piano Keyboard • cd & Player • Internet

<p>5. The student relates music to history, to society, and to culture.</p>	<p>H.5.1 Listen to and classify music by style and/or by historical period.</p> <p>H.5.2 Identify and describe the uses of music in society and culture including the Samoan culture and the various ethnic groups that make-up the Samoan community.</p> <p>H.5.3 Identify music related vocations and avocations within the community.</p> <p>H.5.4 Define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.</p>	<ul style="list-style-type: none"> • Piano Keyboard • cd & Player • Internet
<p>6. The student responds to and evaluates music and musical performance.</p>	<p>H.6.1 Design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances.</p> <p>H.6.2 Evaluate musical performances by comparing them to exemplary models.</p> <p>H.6.3 Practice informed concert behavior during live performances in a variety of settings.</p>	<p>cd Player internet</p>

MUSIC GLOSSARY

Accompaniments - The musical background provided to support a principal part. In piano, for example, the left hand often performs chords, which serve as an accompaniment for the melody performed by the right hand. Similarly, a piano or an orchestra often accompanies a solo musician.

Articulation - In performance, the characteristic of attack and decay of tones and the manners and extent to which tones in sequence are connected or disconnected.

Classroom instruments - Instruments typically used in the general music classroom, including, for example, recorder-type instruments, chorded zithers, mallet instruments, simple percussion instrument, fretted instruments (guitar, ukulele), keyboard instruments, and electronic instruments.

Compositions - Any musical work or production. The act of compiling and inventing a piece of music. Any rhythmic, melodic, or harmonic grouping of sounds that is specifically composed and that forms a unity so as to convey a message, to communicate, or to entertain.

Dynamic levels, dynamic - Degrees of loudness.

Elements of music - Pitch, rhythm, dynamics, timbre, texture, form.

Form - The overall structural organization of a music composition (e.g. AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationship of music events within the overall structure.

Genre - A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Intonation - The degree to which pitch is accurately produces in performance, particularly among the players in an ensemble.

Keys - A specific scale or series of notes defining a particular tonality. Keys may be defined as major or minor, and are named after their tonic or keynote. Thus the series of notes with intervals defining a major tonality and based on the key of C is the key of C major.

Meter - The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.

Meter signature - An indicator of the meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

Notation - Visual symbols for sound. The most common notation is the fixed¹ treble and bass clefs with modern pitch notation therein. The notation of music has undergone several transformations since the first visual symbols for music were invented, c. 500 B.C.

Pitch - a term referring to the high-low quality of a musical sound.

Repertoire - A list of compositions that an individual or ensemble is prepared to perform or that are available for performance.

Style - The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copeland), periods (Baroque style), media (keyboard style), nations (French style), form or type of composition (fugal style), contrapuntal style), or genre (operatic style, bluegrass style).

Technical accuracy, technical skills - The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

Timbre - The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tonality - The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from *ca.* 1600