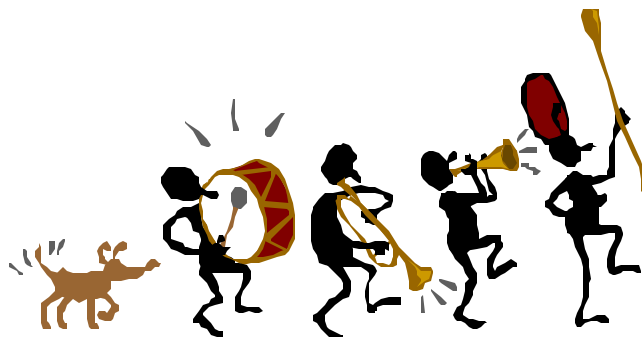


Renton School District

**Grades 5 – 12
Instrumental and
Choral Music
Curriculum**

(Formerly K-12 Music)



ACKNOWLEDGMENTS

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If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/504 Compliance Coordinator, 425-204-2421, 300 SW 7th St. Renton, Washington 98055.

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A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

RENTON SCHOOL DISTRICT NO. 403
GENERAL INSTRUCTIONAL GOALS
Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes--emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to--gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: *The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.*

RENTON SCHOOL DISTRICT STRATEGIC PLAN: MISSION AND BELIEFS

The mission of the Renton School District, a partnership of families, community, and employees, is to instill in each student, knowledge, skills, responsibility, and inspiration to become a life-long learner and a successful contributor to a changing, more technologically advanced and diverse society by ensuring academic achievement, mutual respect, and positive self-esteem.

We believe...

- Student needs come first.
- All people have worth.
- All people can learn.
- All people have an equal right to quality education.
- Education is key to the future.
- People need to experience the excitement of learning as a life-long process.
- Education includes academic, social, emotional, physical and character development.
- Diversity is valuable.
- Each student is unique and deserves resources to match his/her needs.
- People learn in different ways which require varied teaching styles.
- Talent and creativity exist in each person and can be developed.
- Students can develop responsibility and accountability.
- It is important to measure and evaluate achievement.
- Learning increases when basic needs are met.
- People with high self-esteem are better able to learn.
- People benefit when acknowledged for their accomplishments.
- An individual's full potential is attainable when perceived limitations are eliminated.
- Shared decision making and responsibility lead to increased commitment and accountability.
- It is the responsibility of the community to actively participate in the education of children.
- Extra-curricular activities are important.
- Neighborhood schools are desirable for all students.
- Continuous evaluation and refinement of goals and processes are necessary for educational excellence.
- Family involvement and advocacy for students is crucial to academic success.

- Students learn best in a safe environment.
- Students benefit from positive peer support and collaboration
- Staff collaboration improves teaching and learning
- A quality education encompasses disciplines that foster development of the whole person.

HISTORY OF PROGRAM DEVELOPMENT

Music has long been an important part of the curriculum in the Renton schools, formally dating back at least to 1942. The program includes K-5 general music, band and orchestra in grades 5-12, choral music in grades 6-12, and other performance and non-performance courses.

The current revision of the music curriculum brings all K-12 music courses into one guide for easy reference. This revision also aligns the music curriculum with the Washington State Essential Academic Learning Requirements (EALR's) for the Arts. Separate scope and sequence charts are included for each offering listed in the middle school and high school registration booklets.

This guide represents the collaborative work of the entire 1998-99 music staff and is intended to present a well-articulated view of music instruction throughout the K-12 program.

Renton School District
K-12 MUSIC PROGRAM GOALS

The Renton School District music program must:

- provide exposure to a wide variety of music,
- provide experiences that will lead students to value music in their lives,
- provide opportunities to participate in musical activities,
- provide opportunities for musical creativity,
- develop the ability to listen to and appreciate music of diverse styles and cultures,
- develop skills in movement, singing and playing instruments,
- develop music literacy, and
- develop the ability to continue musical learning independently.

Washington State
ESSENTIAL ACADEMIC LEARNING REQUIREMENTS IN
THE ARTS

- 1. The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.**

To meet this standard, the student will:

- 1.1 understand and apply arts concepts and vocabulary to communicate ideas
- 1.2 organize arts elements into artistic compositions
- 1.3 use and develop arts skills and techniques to solve problems and express ideas
- 1.4 use skills of craftsmanship to produce quality work
- 1.5 create, present, and evaluate artworks using visual arts, music, drama, and dance

- 2. The student applies the creative process with arts knowledge and skills to reason and solve problems.**

To meet this standard, the student will:

- 2.1 use the senses to gather and process information
- 2.2 generate and analyze solutions to problems using creativity and imagination
- 2.3 use arts criteria to consider the effectiveness of personal work and that of others

- 3. The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.**

To meet this standard, the student will:

- 3.1 use image, sound, action, and movement through the arts to express individual ideas for a specific purpose
- 3.2 reflect and respond critically to the use of the arts in all forms of communication
- 3.3 use combinations of art forms to communicate in multimedia formats

4. The student understands how the arts connect to other subject areas, life, and work.

To meet this standard, the student will:

- 4.1 use arts skills and knowledge in other subject areas
- 4.2 apply ideas and skills developed in the arts to daily life
- 4.3 demonstrate an ability to use artistic knowledge in personal and community decision making
- 4.4 recognize the influence of the arts in shaping and reflecting cultures and history
- 4.5 incorporate arts knowledge and skills into the workplace

Renton School District
ESSENTIAL LEARNING COMPONENTS in MUSIC

The following essential learning components have been designed to correlate with the Washington State Essential Academic Learning Requirements (EALR's) for the arts as they pertain to music. Dance, drama and visual arts are addressed in separate curriculum guides. The numbers in parentheses denote the state EALR and corresponding component addressed by the essential learning.

Knowledge and Skills

Students will know and be able to:

- demonstrate understanding of music concepts and vocabulary. (EALR 1.1)
- identify world music masters and major works. (EALR 1.1)
- organize music elements into musical compositions. (EALR 1.2)
- use and develop music skills and techniques to solve problems and express ideas. (EALR 1.3)
- use skills of craftsmanship to produce quality work. (EALR 1.4)
- create, perform/present music and respond. (EALR 1.5)

Artistic Process

Students will know and be able to:

- use the senses to solve problems using creativity and imagination. (EALR's 2.1 & 2.2)
- use musical criteria to consider the effectiveness of personal work and that of others. (EALR 2.3)
- respect the artistic process and expression of others. (EALR 2.3)

Communication

Students will know and be able to:

- express ideas and feelings through music. (EALR 3.1)
- select, create or perform music to serve a specific purpose. (EALR 3.1)
- respond to music aesthetically, intellectually and emotionally. (EALR 3.2)
- reflect and respond critically to the impact of music in communication. (EALR 3.2)
- use combinations of art forms to communicate in multimedia formats. (EALR 3.3)

Integration and Career Connections

Students will know and be able to:

- apply musical skills and knowledge in other subject areas. (EALR 4.1)

- integrate musical ideas and skills in daily life. (EALR 4.2)
- use an artistic approach/aesthetic judgment in personal and community decision making. (EALR 4.3)
- understand the influence of music in shaping and reflecting cultures and history. (EALR 4.4)
- incorporate arts knowledge and skills in the workplace. (EALR 4.5)
- identify career choices in music. (EALR 4.5)

Renton School District
ESSENTIAL LEARNINGS and BENCHMARKS
for MUSIC

INTRODUCTION

The Renton School District Essential Learnings and Benchmarks were created with two purposes in mind:

- to draw a clear alignment of the Renton music curriculum with state essential academic learning requirements, and
- to augment state essential learnings to reflect district level priorities for music.

The chart is designed with the Washington Essential Academic Learning Requirement at the top of each section, followed by a table in much the same format as the state essential learnings document. The leftmost column (REF) refers to the state level essential learning component being addressed.

The second column contains the essential learning components which are the expected outcomes for students participating in music through the high school level. Some of these are identical to state level components. Some are adapted to focus on music. Some are original and reflect district level priorities for music.

The benchmark columns represent elementary, middle and high school checkpoints on the way to the achievement of the essential learnings. These are the knowledge, skills and behaviors to be expected as a result of music instruction. Assessment procedures are discussed later in this guide.

Finally, a Scope and Sequence chart is provided to support the music educator in selecting appropriate activities to teach the essential learnings.

Washington Essential Academic Learning Requirement 1:

The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.

To meet this standard, the student will:

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
1.1	<p>demonstrate understanding of music concepts and vocabulary</p> <p>understand and apply arts concepts and vocabulary to communicate ideas</p> <p>identify world music masters and major works</p>	<p>Use music terms and concepts in performance and compositions.</p> <p>Understand and apply common concepts in music: elements, composition, technique, medium, craftsmanship, function, style, and presentation.</p> <p>Identify world music masters and major works from many cultures and time periods.</p>	<p>Elaborate on the use of music terms and concepts to provide greater focus in performance and compositions.</p> <p>Understand and apply common concepts in music: elements, composition, technique, medium, craftsmanship, function, style, and presentation.</p> <p>Identify world music masters and major works from many cultures and time periods.</p>	<p>Elaborate on the use of music terms and concepts to provide greater focus in performance and compositions.</p> <p>Understand and apply common concepts in music: elements, composition, technique, medium, craftsmanship, function, style, and presentation.</p> <p>Identify world music masters and major works from many cultures and time periods.</p>

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
1.2	organize music elements into musical compositions	<p>Arrange musical elements to create compositions.</p> <p>Use music vocabulary, concepts and principles to describe and analyze work.</p> <p>Use scoring guides to evaluate work.</p>	<p>Organize musical elements to develop a composition. Alter the composition to change its impact.</p> <p>Use music vocabulary, concepts and principles to describe and analyze work.</p> <p>Use scoring guides to evaluate work.</p>	<p>Purposefully organize musical elements for a specific application or audience.</p> <p>Use music vocabulary, concepts and principles to describe and analyze work.</p> <p>Use scoring guides to evaluate work.</p>
1.3	use and develop music skills and techniques to solve problems and express ideas	<p>Use the tools and materials of art to explore musical concepts and skills.</p> <p>Demonstrate questioning skills to define problems which can be solved through composition or performance.</p>	<p>Purposefully select musical tools and materials to solve problems.</p> <p>Demonstrate basic music techniques through compositions or performance. For example, be aware of structure, form, and conventions. Practice with teacher guidance and direction.</p>	<p>Use artistic tools and materials to effectively express ideas.</p> <p>Assess and refine technique to improve personal performance.</p>
1.4	use skills of craftsmanship to produce quality work	<p>Recognize and identify quality work.</p>	<p>Articulate and demonstrate standards of craftsmanship.</p>	<p>Develop habits of craftsmanship such as the following to produce quality work.</p> <ul style="list-style-type: none"> • persistence • self-discipline • technical skills

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
1.5	<p>create, perform/present music and respond</p>	<p>Create music for an audience, using the arts process:</p> <ul style="list-style-type: none"> • perceiving • understanding • developing skills • responding • creating • evaluating <p>As an audience, demonstrate an understanding and appreciation of the musician's intent.</p> <p>Use music vocabulary to describe and analyze works in terms of their content and ability to evoke feelings.</p> <p>Present music to others.</p>	<p>Select an effective means to express ideas for a critical audience, and develop strategies to review and revise work.</p> <p>As an audience, demonstrate an understanding and appreciation of the musician's intent.</p> <p>Use music concepts and principles to interpret and evaluate works.</p> <p>Present music with confidence and poise in the presence of other people.</p>	<p>Use musical skills to produce work integrating past experiences/performances.</p> <p>As an audience, demonstrate an understanding and appreciation of the musician's intent.</p> <p>Use music concepts and principles to interpret and evaluate works.</p> <p>Use creative and interpretive skills to perform individually or collaboratively in a formal setting.</p>

Washington Essential Academic Learning Requirement 2:

The student applies the creative process with arts knowledge and skills to reason and solve problems.

To meet this standard, the student will:

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
2.1	<p>use the senses to gather and process information</p> <p>use the senses to solve problems using creativity and imagination</p>	Use the senses to recognize musical elements.	Use the senses to connect symbols to those things they represent.	Use the senses to integrate environmental information.
2.2	generate and analyze solutions to problems using creativity and imagination	<p>Use a process approach to solve musical problems:</p> <ul style="list-style-type: none"> • identify the problem • brainstorm, visualize • explore media and techniques • create, evaluate, revise • present • analyze, evaluate <p>Explore musical works for ideas.</p>	<p>Use a process approach to solve musical problems:</p> <ul style="list-style-type: none"> • identify the problem • brainstorm, visualize • explore media and techniques • create, evaluate, revise • present • analyze, evaluate <p>Select musical works for ideas.</p>	<p>Identify, analyze, and solve a problem in an expressive and imaginative way.</p> <p>Analyze a range of musical works to connect personal work to the larger arts community.</p>

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
2.3	<p>use musical criteria to consider the effectiveness of personal work and that of others</p> <p>respect the artistic process and expression of others</p>	<p>Use criteria to describe music in terms of techniques, composition, process, and the degree to which it solves a problem or communicates artistic ideas.</p> <p>Demonstrate empathy for musicians and the artistic process.</p> <p>Use music criteria and vocabulary to constructively evaluate the artistic process and products of self and others.</p>	<p>Examine and critique music in terms of techniques, composition, process, and the degree to which it solves a problem or communicates artistic ideas.</p> <p>Demonstrate empathy for musicians and the artistic process.</p> <p>Use music criteria and vocabulary to constructively evaluate the artistic process and products of self and others.</p>	<p>Develop and apply criteria to evaluate personal works and works of others.</p> <p>Demonstrate a respect for the musician and the artistic process of others.</p>

Washington Essential Academic Learning Requirement 3:

The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.

To meet this standard, the student will:

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
3.1	use image, sound, action, and movement through the arts to express individual ideas for a specific purpose express ideas and feelings through music select, create, or perform music to serve a specific purpose	Use music to communicate an idea.	Use music for a variety of functions: <ul style="list-style-type: none">• personal expression• illustration• expression of culture• to inspire• to inform• advertising	Use music to communicate and express feelings for a variety of functions and audiences. For example: create and present a senior project, design a video, and, organize and advertise a school/community intercultural festival.
3.2	reflect and respond critically to the use of the arts in all forms of communication respond to music aesthetically, intellectually and emotionally reflect and respond critically to the impact of music in communication	Identify musical concepts in a variety of settings and react to ideas, feelings, and meanings.	Analyze the meaning, personal relevance, and aesthetic quality of a media message. For example, recognize the persuasive qualities of music in commercials.	Evaluate the effectiveness and aesthetic quality of the use of music by the media and formulate an informed response. For example, reply to the ad campaign of a political figure, or address how music is used in advertising.

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
3.3	use combinations of art forms to communicate in multimedia formats	Creatively combine art forms to express ideas and demonstrate understanding.	<p>Creatively combine art forms to express ideas and demonstrate understanding.</p> <p>Locate and acquire information from a variety of sources. Organize and synthesize it to communicate ideas and create musical works.</p>	<p>Creatively combine art forms to express ideas and demonstrate understanding.</p> <p>Select and combine graphics, audio, moving images, and text. Select appropriate technologies to create, organize, and communicate ideas and feelings.</p>

Washington Essential Academic Learning Requirement 4:

The student understands how the arts connect to other subject areas, life, and work.

To meet this standard, the student will:

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
4.1	apply musical skills and knowledge in other subject areas	Create projects or multimedia presentations which demonstrate the ability to connect music and other subjects.	Create and evaluate projects or multimedia presentations which demonstrate the ability to connect music and other subjects.	Apply and evaluate artistic processes to both enhance and demonstrate learning in other subjects.
4.2	apply ideas and skills developed in the arts to daily life integrate musical ideas and skills in daily life	Use music to reflect and respond to daily life.	Use musical skills and vocabulary to analyze and make informed decisions in daily life. For example: <ul style="list-style-type: none">• consumer choices• entertainment choices• media choices	Demonstrate how artistic knowledge impacts decisions and supports changes in daily activities and events.
4.3	use an artistic approach/aesthetic judgment in personal and community decision-making	Identify arts elements in the natural and designed world.	Use sensory information and aesthetic understanding to examine the natural and designed world and its impact on the community. For example: the sounds of birds, a movie soundtrack.	Demonstrate an understanding of the relationship between the arts and the community. Use artistic criteria in decision making.

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
4.4	recognize and understand the influence of the arts in shaping and reflecting cultures and history	<p>Identify examples of music in a variety of contexts within a culture</p> <ul style="list-style-type: none"> • music for music’s sake • ceremonial • utilitarian • decorative • political • entertainment • family, public, cultural 	Consider how a musical work grew out of its time and place, was shaped by its time and place, and how it may have had an effect on its culture.	<p>Understand how cultural and historical changes are reflected in music, i.e., war, advances in technology, literature, religion, entertainment.</p> <p>Understand how technological advances change the way cultures express and interpret meaning.</p>
4.5	<p>incorporate arts knowledge and skills into the workplace</p> <p>identify career choices in music</p>	<p>Develop and apply creative thinking skills such as fluency, flexibility, originality, and elaboration in a variety of settings.</p> <p>Collaborate to implement a project using defined criteria.</p> <p>Explore a range of careers in music.</p>	<p>Explore a range of work and careers using music and creative thinking skills.</p> <p>Collaborate to design and produce a project that takes into account individual strengths and interests.</p> <p>Explore a range of careers in music.</p>	<p>Use music skills, creative thinking and knowledge to present ideas, inform, persuade, or design products.</p> <p>Collaborate to design and produce a project that takes into account individual strengths and interests.</p> <p>Explore a range of careers in music and job shadow someone in a music related career.</p>

Renton School District
MUSIC SCOPE AND SEQUENCE
Band

This list pertains to the following music courses:

- Elementary Band
- Middle School Beginning, Intermediate and Advanced Bands
- High School Concert Band, Symphonic Band/Woodwind Ensemble, Jazz Ensemble and Workshop

MUSICAL LEARNINGS	Beg	Int	Adv
Rhythm			
Steady beat, long/short, patterns of long/short, even/uneven patterns, 4/4	I	E	E
Sound/silence, strong/weak, repeated patterns, 2/4	I	E	E
Quarter note, eighth note/rest patterns	I	E	E
Beat/no beat, beat vs. rhythm, foot tapping, 3/4	I	E	E
Measures and barlines, accent	I	E	E
Melodic rhythm	I	E	E
Syncopation, beat, off-beat	I	E	E
Conducting patterns	I	E	E
Pick-up notes	I	E	E
Eighth note triplets	I	E	E
Duple/triple meters	I	E	E
Irregular and mixed meters		I	E
Juxtapositions		I	E
Triplets, duplets		I	E
Non-metered			I
Quintuplets, septuplets			I
32nd notes			I
Melody	I	E	E
Melodic direction	I	E	E
Step progression, skip progression	I	E	E
Patterns, phrases	I	E	E
Pitch matching	I	E	E
Major, minor, chromatic		I	E
Key changes		I	E
Serial, aleatoric, non-western			I
Harmony			
Unison, melody with accompaniment	I	E	E
Counter melody texture	I	E	E
Pattern	I	E	E
Accompaniment	I	E	E
Parallel motion	I	E	E
Modulation		I	E
Sus 4 chords		I	E
Related keys		I	E
Pedal point			I
Chord extensions			I

Renton School District
MUSIC SCOPE AND SEQUENCE
Band

MUSICAL LEARNINGS	Beg	Int	Adv
Remote keys			I
Quartile harmony			I
Juxtaposition of two keys (Ives)			I
12-tone			I
ii - V - I			I
Polyphony			I
Tone Color			
Produce sound on demand	I	E	E
Produce characteristic tone	I	E	E
Ensemble awareness	I	E	E
Vibrato/straight tone		I	E
Subtlety of tone/controlled tone		I	E
Breath support		I	E
Subtones/ghost			I
Stylistic devices			I
Nuances			I
Vowel modulation			I
Expanded instrumentation			I
Form			
Echo, beginning/end	I	E	E
A B, verse/refrain, A B A	I	E	E
Measure counting	I	E	E
Introduction, repetition	I	E	E
Solo/ensemble	I	E	E
Repeat, D.C., D.C. al Fine	I	E	E
A A B A	I	E	E
1st and 2nd endings	I	E	E
D.S.	I	E	E
Theme and variations	I	E	E
Coda	I	E	E
Overtures, march		I	E
Excerpt, arrangement		I	E
Pep tunes, lead sheets, urtext editions			I
12-bar blues			I
Cadenza			I
Expression			
Variety of moods, loud/soft, fast/slow, louder/softer, faster/slower	I	E	E
Tempo	I	E	E
Articulation, intensity, accent	I	E	E
Dynamics/markings	I	E	E
Breath control	I	E	E
Staccato/legato	I	E	E

Renton School District
MUSIC SCOPE AND SEQUENCE
Band

Relationship to performance venue	I	E	E
Phrasing		I	E
Dynamic contouring		I	E
MUSICAL LEARNINGS	Beg	Int	Adv
Mood		I	E
Rubato, tenuto			I
Dialogue between conductor and ensemble			I
History/Style			
Expression as it relates to style	I	E	E
Themes (repertoire) derived from culturally significant materials	I	E	E
Composers and social history as applicable	I	E	E
Chorales, pop, marches			I
Basie			I
Ballad			I
Beat interpretation			I
Recognition of historic style periods			I
Latin			I
Instrumental Technique			
Hand position, posture, embouchure	I	E	E
Coordination	I	E	E
Intonation	I	E	E
Major scales	I	E	E
Long roll, 5, 7, 9, 17 stroke rolls, flam, paradiddle	I	E	E
Range, alternative fingerings		I	E
Ensemble playing		I	E
Additional rudiments		I	E
Completion of fingerings for chromatic scale, major scales		I	E
Position work		I	E
Tuning and intonation		I	E
Altissimo register			I
Solo playing			I
Set playing			I
Mallets, timpani tuning			I
Minor, modal and blues scales			I
Doubling			I
Ear training			I
Notation			
Whole, half, quarter, eighth notes and rests	I	E	E
Eighth note triplets	I	E	E
Key signatures		I	E
Dotted notes		I	E
Sixteenth notes and rests		I	E
Trills, grace notes		I	E

Renton School District
MUSIC SCOPE AND SEQUENCE
Band

Measure repeats		I	E
Other clefs			I
Graphic representations			I
Double dotted notes and rests			I

MUSICAL LEARNINGS	Beg	Int	Adv
Artistic Process			
Listening	E	E	E
Integration of music and movement	E	E	E
Problem solving	E	E	E
Critical evaluation	E	E	E
Composition	E	E	E
Communication			
Sing/play expressively	E	E	E
Use foreign language songs/words to enhance intercultural understanding	E	E	E
Use/create other art forms with music	E	E	E
Recognize the relationship between music and emotions	E	E	E
Understand the role of music in cultures	E	E	E
Integration and Career Connections			
Activities integrated with other curriculum areas	E	E	E
Music careers	E	E	E
Examine multimedia applications in music	E	E	E

Renton School District
MUSIC SCOPE AND SEQUENCE
Orchestra

This list pertains to the following music courses:

- Elementary Orchestra
- Middle School Orchestra
- High School Orchestra

MUSICAL LEARNINGS	Beg	Int	Adv
Rhythm			
Steady beat, long/short, patterns of long/short, even/uneven patterns, 4/4	I	E	E
Sound/silence, strong/weak, repeated patterns, 2/4	I	E	E
Quarter note, eighth note/rest patterns	I	E	E
Beat/no beat, beat vs. rhythm, foot tapping, 3/4	I	E	E
Measures and barlines, accent	I	E	E
Melodic rhythm	I	E	E
Syncopation, beat, off-beat	I	E	E
Conducting patterns	I	E	E
Pick-up notes	I	E	E
Eighth note triplets	I	E	E
Duple/triple meters	I	E	E
Triplets, duplets	I	E	E
Irregular and mixed meters		I	E
Juxtapositions		I	E
Non-metered			I
Quintuplets, septuplets			I
32nd notes			I
Melody	I	E	E
Melodic direction	I	E	E
Step progression, skip progression	I	E	E
Patterns, phrases	I	E	E
Pitch matching	I	E	E
Major, minor, chromatic	I	E	E
Key changes		I	E
Serial, aleatoric, non-western			I
Harmony			
Unison, melody with accompaniment	I	E	E
Counter melody texture	I	E	E
Pattern	I	E	E
Accompaniment	I	E	E
Parallel motion	I	E	E
Modulation		I	E
Sus 4 chords		I	E
Related keys		I	E
Pedal point			I
Chord extensions			I

Renton School District
MUSIC SCOPE AND SEQUENCE
Orchestra

Remote keys			I
Quartile harmony			I
MUSICAL LEARNINGS	Beg	Int	Adv
Juxtaposition of two keys (Ives)			I
12-tone			I
ii - V - I			I
Polyphony			I
Tone Color			
Produce sound on demand	I	E	E
Produce characteristic tone	I	E	E
Ensemble awareness	I	E	E
Vibrato/straight tone		I	E
Subtlety of tone/controlled tone		I	E
Subtones/ghost			I
Stylistic devices			I
Nuances			I
Expanded instrumentation			I
Form			
Echo, beginning/end	I	E	E
A B, verse/refrain, A B A	I	E	E
Measure counting	I	E	E
Introduction, repetition	I	E	E
Solo/ensemble	I	E	E
Repeat, D.C., D.C. al Fine	I	E	E
A A B A	I	E	E
1st and 2nd endings	I	E	E
D.S.	I	E	E
Theme and variations	I	E	E
Coda	I	E	E
Overtures, march		I	E
Excerpt, arrangement		I	E
Pep tunes, lead sheets, urtext editions			I
12-bar blues			I
Cadenza			I
Expression			
Variety of moods, loud/soft, fast/slow, louder/softer, faster/slower	I	E	E
Tempo	I	E	E
Articulation, intensity, accent	I	E	E
Dynamics/markings	I	E	E
Staccato/legato	I	E	E
Relationship to performance venue	I	E	E
Phrasing		I	E
Dynamic contouring		I	E
Mood		I	E

Renton School District
MUSIC SCOPE AND SEQUENCE
Orchestra

Rubato, tenuto			I
Dialogue between conductor and ensemble			I

Renton School District
MUSIC SCOPE AND SEQUENCE
Orchestra

MUSICAL LEARNINGS	Beg	Int	Adv
History/Style			
Expression as it relates to style	I	E	E
Themes (repertoire) derived from culturally significant materials	I	E	E
Composers and social history as applicable	I	E	E
Symphonic, solo, chamber music		I	E
Ballad			I
Beat interpretation			I
Recognition of historic style periods			I
Latin			I
Instrumental Technique			
Hand position, posture	I	E	E
Intonation	I	E	E
Instrument Maintenance	I	E	E
Detaché	I	E	E
Slurs	I	E	E
Staccato	I	E	E
Marcato	I	E	E
Pizzicato	I	E	E
Tuning	I	E	E
Double stops	I	E	E
Shifting		I	E
Vibrato		I	E
Spiccato		I	E
Doubling			I
Ear training			I
Notation			
Whole, half, quarter, eighth notes and rests	I	E	E
Eighth note triplets	I	E	E
Key signatures		I	E
Dotted notes		I	E
Sixteenth notes and rests		I	E
Trills, grace notes		I	E
Measure repeats		I	E
Other clefs			I
Graphic representations			I
Double dotted notes and rests			I
Artistic Process			
Listening	E	E	E
Integration of music and movement	E	E	E
Problem solving	E	E	E
Critical evaluation	E	E	E
Composition	E	E	E

Renton School District
MUSIC SCOPE AND SEQUENCE
Orchestra

MUSICAL LEARNINGS	Beg	Int	Adv
Communication			
Sing/play expressively	E	E	E
Use foreign language songs/words to enhance intercultural understanding	E	E	E
Use/create other art forms with music	E	E	E
Recognize the relationship between music and emotions	E	E	E
Understand the role of music in cultures	E	E	E
Integration and Career Connections			
Activities integrated with other curriculum areas	E	E	E
Music careers	E	E	E
Examine multimedia applications in music	E	E	E

Renton School District
MUSIC SCOPE AND SEQUENCE
Choral Music

This list pertains to the following music courses:

- Middle School Chorus
- High School Vocal Ensemble, Advanced Treble Chorus, Mixed Chorus, A Cappella Choir/Concert Choir, Jazz Choir

MUSICAL LEARNINGS	Beg	Int	Adv
Rhythm			
Steady beat, long/short, patterns of long/short, even/uneven patterns, 4/4	I	E	E
Sound/silence, strong/weak, repeated patterns, 2/4	I	E	E
Quarter note, eighth note/rest patterns	I	E	E
Beat/no beat, beat vs. rhythm, foot tapping, 3/4	I	E	E
Measures and barlines, accent	I	E	E
Melodic rhythm	I	E	E
Syncopation, beat, off-beat	I	E	E
Conducting patterns	I	E	E
Pick-up notes	I	E	E
Eighth note triplets	I	E	E
Dictation	I	E	E
Duple/triple meters		I	E
Irregular and mixed meters		I	E
Juxtapositions		I	E
Triplets, duplets		I	E
Non-metered			I
Quintuplets, septuplets			I
32nd notes			I
Melody	I	E	E
Melodic direction	I	E	E
Step progression, skip progression	I	E	E
Patterns, phrases	I	E	E
Pitch matching	I	E	E
Major, minor, chromatic		I	E
Key changes		I	E
Serial, aleatoric, non-western		I	E
Harmony			
Unison, melody with accompaniment	I	E	E
Counter melody texture	I	E	E
Pattern	I	E	E
Accompaniment	I	E	E
Parallel motion	I	E	E
Modulation		I	E
Sus 4 chords		I	E
Related keys		I	E
Pedal point		I	E

Renton School District
MUSIC SCOPE AND SEQUENCE
Choral Music

Chord extensions			I
Remote keys			I
MUSICAL LEARNINGS	Beg	Int	Adv
Quartile harmony			I
Juxtaposition of two keys (Ives)			I
12-tone			I
ii - V - I			I
Polyphony			I
Tone Color			
Produce sound on demand	I	E	E
Produce characteristic tone	I	E	E
Ensemble awareness	I	E	E
Vibrato/straight tone		I	E
Subtlety of tone/controlled tone		I	E
Subtones/ghost			I
Stylistic devices			I
Nuances			I
Expanded instrumentation			I
Form			
Echo, beginning/end	I	E	E
A B, verse/refrain, A B A	I	E	E
Measure counting	I	E	E
Introduction, repetition	I	E	E
Solo/ensemble	I	E	E
Repeat, D.C., D.C. al Fine	I	E	E
A A B A	I	E	E
1st and 2nd endings	I	E	E
D.S.	I	E	E
Theme and variations	I	E	E
Coda	I	E	E
Overtures, march		I	E
Excerpt, arrangement		I	E
Pep tunes, lead sheets, urtext editions			I
12-bar blues			I
Cadenza			I
Expression			
Variety of moods, loud/soft, fast/slow, louder/softer, faster/slower	I	E	E
Tempo	I	E	E
Intensity and accent	I	E	E
Dynamics/markings	I	E	E
Staccato/legato	I	E	E
Relationship to performance venue	I	E	E
Phrasing	I	E	E

Renton School District
MUSIC SCOPE AND SEQUENCE
Choral Music

Rubato, tenuto	I	E	E
Dialogue between conductor and ensemble	I	E	E
Dynamic contouring		I	E
Mood		I	E
MUSICAL LEARNINGS	Beg	Int	Adv
History/Style			
Expression as it relates to style	I	E	E
Themes (repertoire) derived from culturally significant materials	I	E	E
Composers and social history as applicable	I	E	E
Latin and other foreign languages	I	E	E
Chorales, pop, marches			I
Ballad			I
Beat interpretation			I
Recognition of historic style periods			I
Vocal Technique			
Posture	I	E	E
Breathing and breath control	I	E	E
Physiology of vocal sound	I	E	E
Diction, vowel matching, consonants	I	E	E
Attacks and releases	I	E	E
Articulation	I	E	E
Intonation	I	E	E
Ear training, step-wise and skip-wise motion	I	E	E
Ear training, major/minor distinctions	I	E	E
Ear training, sight-singing	I	E	E
Ear training, dictation		I	E
Notation			
Whole, half, quarter, eighth notes and rests	I	E	E
Eighth note triplets	I	E	E
Key signatures		I	E
Dotted notes		I	E
Sixteenth notes and rests		I	E
Trills, grace notes		I	E
Measure repeats		I	E
Other clefs			I
Graphic representations			I
Double dotted notes and rests			I
Artistic Process			
Listening	E	E	E
Integration of music and movement	E	E	E
Problem solving	E	E	E
Critical evaluation	E	E	E

Renton School District
MUSIC SCOPE AND SEQUENCE
Choral Music

Composition	E	E	E
Communication			
Sing/play expressively	E	E	E
Use foreign language songs/words to enhance intercultural understanding	E	E	E
Use/create other art forms with music	E	E	E
Recognize the relationship between music and emotions	E	E	E
Understand the role of music in cultures	E	E	E
MUSICAL LEARNINGS	Beg	Int	Adv
Integration and Career Connections			
Activities integrated with other curriculum areas	E	E	E
Music careers	E	E	E
Examine multimedia applications in music	E	E	E

Renton School District
MUSIC SCOPE AND SEQUENCE
Guitar 1 and 2

MUSICAL LEARNINGS	Beg	Int	Adv
Rhythm			
Steady beat, long/short, patterns of long/short, even/uneven patterns, 4/4	I	E	E
Sound/silence, strong/weak, repeated patterns, 2/4	I	E	E
Quarter note, eighth note/rest patterns	I	E	E
Beat/no beat, beat vs. rhythm, foot tapping, 3/4	I	E	E
Measures and barlines, accent	I	E	E
Melodic rhythm	I	E	E
Syncopation, beat, off-beat	I	E	E
Pick-up notes	I	E	E
Eighth note triplets	I	E	E
Duple/triple meters	I	E	E
Triplets, duplets		I	E
Non-metered			I
32nd notes			I
Melody	I	E	E
Melodic direction	I	E	E
Step progression, skip progression	I	E	E
Patterns, phrases	I	E	E
Pitch matching	I	E	E
Major, minor, chromatic		I	E
Key changes		I	E
Improvisation		I	I
Non-western			I
Harmony			
Unison, melody with accompaniment	I	E	E
Counter melody texture	I	E	E
Pattern	I	E	E
Accompaniment	I	E	E
Parallel motion	I	E	E
First position chords, barre chords	I	E	E
Modulation		I	E
Sus 4 chords		I	E
Related keys		I	E
ii - V - I		I	E
Pedal point			I
Chord extensions			I
Remote keys			I
Polyphony			I
Tone Color			
Produce sound on demand	I	E	E
Produce characteristic tone	I	E	E
Ensemble awareness	I	E	E

Renton School District
MUSIC SCOPE AND SEQUENCE
Guitar 1 and 2

Vibrato/straight tone		I	E
Subtlety of tone/controlled tone		I	E
MUSICAL LEARNINGS	Beg	Int	Adv
Stylistic devices			I
Nuances			I
Expanded instrumentation			I
Form			
Echo, beginning/end	I	E	E
A B, verse/refrain, A B A	I	E	E
Measure counting	I	E	E
Introduction, repetition	I	E	E
Solo/ensemble	I	E	E
Repeat, D.C., D.C. al Fine	I	E	E
A A B A	I	E	E
1st and 2nd endings	I	E	E
D.S.	I	E	E
Theme and variations	I	E	E
Coda	I	E	E
Excerpt, arrangement		I	E
Lead sheets			I
12-bar blues			I
Cadenza			I
Expression			
Variety of moods, loud/soft, fast/slow, louder/softer, faster/slower	I	E	E
Tempo	I	E	E
Articulation, intensity, accent	I	E	E
Dynamics/markings	I	E	E
Staccato/legato	I	E	E
Relationship to performance venue	I	E	E
Phrasing		I	E
Dynamic contouring		I	E
Mood		I	E
Rubato, tenuto			I
History/Style			
Expression as it relates to style	I	E	E
Themes (repertoire) derived from culturally significant materials	I	E	E
Composers and social history as applicable	I	E	E
Chorales, pop, marches			I
Basie, Freddie Green			I
Ballad			I
Beat interpretation			I
Recognition of historic style periods			I
Latin			I

Renton School District
MUSIC SCOPE AND SEQUENCE
Guitar 1 and 2

Instrumental Technique			
Hand position, posture	I	E	E
Coordination	I	E	E
Intonation	I	E	E
MUSICAL LEARNINGS	Beg	Int	Adv
Major scales	I	E	E
Range, alternative fingerings		I	E
Ensemble playing		I	E
Completion of fingerings for chromatic scale, major scales		I	E
Position work		I	E
Tuning and intonation		I	E
Solo playing			I
Minor, modal and blues scales			I
Doubling			I
Ear training			I
Notation			
Whole, half, quarter, eighth notes and rests	I	E	E
Eighth note triplets	I	E	E
Key signatures		I	E
Dotted notes		I	E
Sixteenth notes and rests		I	E
Trills, grace notes		I	E
Measure repeats		I	E
Other clefs			I
Graphic representations			I
Double dotted notes and rests			I
Artistic Process			
Listening	E	E	E
Problem solving	E	E	E
Critical evaluation	E	E	E
Composition	E	E	E
Communication			
Sing/play expressively	E	E	E
Use foreign language songs/words to enhance intercultural understanding	E	E	E
Use/create other art forms with music	E	E	E
Recognize the relationship between music and emotions	E	E	E
Understand the role of music in cultures	E	E	E
Integration and Career Connections			
Activities integrated with other curriculum areas	E	E	E
Music careers	E	E	E
Examine multimedia applications in music	E	E	E

Renton School District
MUSIC SCOPE AND SEQUENCE
Music Techniques

Students enrolling in Music Techniques will indicate their major area of interest and follow the appropriate scope and sequence for that area. Music theory and composition may be included as an extended application of the musical learnings listed.

The course will allow for a student to begin a new instrument or to pursue more advanced learnings in an area of relative strength.

Renton School District
MUSIC SCOPE AND SEQUENCE
Piano/Keyboard

MUSICAL LEARNINGS	Beg	Int	Adv
Rhythm			
Steady beat, long/short, patterns of long/short, even/uneven patterns, 4/4	I	E	E
Sound/silence, strong/weak, repeated patterns, 2/4	I	E	E
Quarter note, eighth note/rest patterns	I	E	E
Beat/no beat, beat vs. rhythm, foot tapping, 3/4	I	E	E
Measures and barlines, accent	I	E	E
Melodic rhythm	I	E	E
Syncopation, beat, off-beat	I	E	E
Pick-up notes	I	E	E
Eighth note triplets	I	E	E
Duple/triple meters	I	E	E
Irregular and mixed meters		I	E
Triplets, duplets		I	E
Non-metered			I
Quintuplets, septuplets			I
32nd notes			I
Melody	I	E	E
Melodic direction	I	E	E
Step progression, skip progression	I	E	E
Patterns, phrases	I	E	E
Pitch matching	I	E	E
Key changes	I	I	E
Major, minor, chromatic		I	E
Serial, aleatoric, non-western			I
Harmony			
Melody with accompaniment	I	E	E
Counter melody texture	I	E	E
Pattern	I	E	E
Accompaniment/Solo	I	E	E
Parallel motion	I	E	E
Modulation		I	E
Sus 4 chords		I	E
Related keys		I	E
Pedal point			I
Chord extensions			I
Remote keys			I
Quartile harmony			I
Juxtaposition of two keys (Ives)			I
12-tone			I
ii - V - I			I
Polyphony			I

Renton School District
MUSIC SCOPE AND SEQUENCE
Piano/Keyboard

Tone Color			
Produce sound on demand	I	E	E
Produce characteristic tone	I	E	E
MUSICAL LEARNINGS	Beg	Int	Adv
Stylistic devices			I
Nuances			I
Expanded instrumentation			I
Form			
Echo, beginning/end	I	E	E
A B, verse/refrain, A B A	I	E	E
Measure counting	I	E	E
Introduction, repetition	I	E	E
Solo/ensemble	I	E	E
Repeat, D.C., D.C. al Fine	I	E	E
A A B A	I	E	E
1st and 2nd endings	I	E	E
D.S.	I	E	E
Theme and variations	I	E	E
Coda	I	E	E
Overtures, march		I	E
Excerpt, arrangement		I	E
Lead sheets		I	E
12-bar blues			I
Cadenza			I
Expression			
Variety of moods, loud/soft, fast/slow, louder/softer, faster/slower	I	E	E
Tempo	I	E	E
Articulation, intensity, accent	I	E	E
Dynamics/markings	I	E	E
Staccato/legato	I	E	E
Relationship to performance venue	I	E	E
Phrasing		I	E
Dynamic contouring		I	E
Mood		I	E
Rubato, tenuto			I
History/Style			
Expression as it relates to style	I	E	E
Themes (repertoire) derived from culturally significant materials	I	E	E
Composers and social history as applicable	I	E	E
Chorales, pop, marches			I
Ballad			I
Beat interpretation			I
Recognition of historic style periods			I

Renton School District
MUSIC SCOPE AND SEQUENCE
Piano/Keyboard

Instrumental Technique			
Hand position, posture	I	E	E
Coordination	I	E	E
Major scales	I	E	E
Completion of fingerings for chromatic scale, major scales		I	E
MUSICAL LEARNINGS	Beg	Int	Adv
Solo playing			I
Minor, modal and blues scales			I
Ear training			I
Notation			
Whole, half, quarter, eighth notes and rests	I	E	E
Eighth note triplets	I	E	E
Key signatures		I	E
Dotted notes		I	E
Sixteenth notes and rests		I	E
Trills, grace notes		I	E
Measure repeats		I	E
Other clefs			I
Graphic representations			I
Double dotted notes and rests			I
Artistic Process			
Listening	E	E	E
Problem solving	E	E	E
Critical evaluation	E	E	E
Composition	E	E	E
Communication			
Play expressively	E	E	E
Use songs/ words to enhance intercultural understanding	E	E	E
Use/create other art forms with music	E	E	E
Recognize the relationship between music and emotions	E	E	E
Understand the role of music in cultures	E	E	E
Integration and Career Connections			
Activities integrated with other curriculum areas	E	E	E
Music careers	E	E	E
Examine multimedia applications in music	E	E	E

INSTRUCTIONAL RESOURCES

BAND

- Basic: *Essential Elements: A Comprehensive Band Method, Books 1-2*, Hal Leonard Pub., 1991
Essential Technique: Intermediate to Advanced Studies, Hal Leonard Pub., 1993
- Supplemental: District library of program materials appropriate for elementary band

Building level library of program materials appropriate for middle school band
Building level library of music appropriate for high school music groups, including but not limited to classical, contemporary and popular music, music for concert band, marching band, pep band, jazz band, and small ensembles.
- (Middle School) *Rehearsal Fundamentals*, Fred Weber, Belwin Mills, 1956

I Recommend, James D. Ployhar, Byron-Douglas Publishing, 1972

Advanced Technique for Bands, Nilo W. Hovey, M.M. Cole Publishing, 1963

Ensemble Drill for Band and Orchestra, Raymond C. Fussell, Schmitt, Hall and McCreary Company, 1967
- (High School) *Treasury of Scales*, Belwin-Mills, 1952 (HS)

College Songs for School Bands, Arr. Paul Yoder, Edwin H. Morris and Company, 1951

Sousa's Favorite March Book, J.P. Sousa, Carl Fischer, Inc.

20 Rhythmical Studies for Band, Grover C. Yous, Belwin-Mills, 1952

Elementary Method, Robinson, Rubank, Inc., 1934

Intermediate Method, Skornicka, Rubank, Inc., 1937

Advanced Method - Book 1, Gower and Voxman, Rubank, Inc., 1940

Advanced Method - Book 2, Gower and Voxman, Rubank, Inc., 1944

42 Chorales for Band, Gordon, Bourne Co. Publishers, 1962

Equipment: Computer
MIDI synthesizers
District-owned band instruments
Music stands
Piano
CD/Tape player/recorder

Software: MusicTime (elementary and middle school)
Encore (high school)
Band in a Box (high school)

ORCHESTRA

Basic: *All for Strings*, Gerald E. Anderson and Robert S. Frost, Neil A. Kjos Music Company, Books 1, 2 and 3

Essentials for Strings, Kjos, 1985 (HS)

Mueller Rusch, Books 3-5, Kjos, 1961 (MS & HS)

Supplemental: District library of program materials appropriate for elementary orchestra

Building level library of program materials appropriate for middle school orchestra

Building level library of music appropriate for high school orchestra, including but not limited to classical, contemporary and popular music, and music for small ensembles.

Equipment: Computer

MIDI synthesizers
District-owned string instruments
Music stands
Piano
CD/Tape player/recorder

Software: MusicTime (elementary and middle school)
Encore (high school)

CHORAL MUSIC

Basic: *Something to Sing About*, (HS)

Supplemental: *The Sight Singer, Vol. 1*, Audrey Snyder (MS)

Successful Warm-ups, Book 1 Teacher Edition, Nancy Telfer (HS)

Successful Sight Singing, Books 1 & 2, Nancy Telfer (HS)

Equipment: Computer
MIDI synthesizers
Piano
CD/Tape player/recorder

Software: MusicTime (elementary and middle school)
Encore (high school)

GUITAR

Basic: To be selected

Supplemental:

Equipment: District-owned guitars
Computer
MIDI synthesizers
Piano
CD/Tape player/recorder

Software: Encore

PIANO/KEYBOARD

Basic: To be selected

Supplemental:

Equipment: Computer
MIDI synthesizers
Piano
CD/Tape player/recorder

Software: Encore

ASSESSMENT PROCEDURES

Elementary and secondary music teachers have the responsibility to assess student progress toward the benchmarks presented earlier in this guide. Elementary teachers should focus on Benchmark 1. Middle school teachers should focus on Benchmark 2, and high school teachers focus on Benchmark 3.

A variety of assessment techniques should be used to accommodate different student learning styles. Grading in music should be based on clearly defined criteria for demonstrating musical understanding and technique, and should emphasize the student's individual growth in musical knowledge, skills, and ability to integrate the artistic process into daily life. Consistent participation is also an important factor.

Examples of assessment strategies include:

- Portfolios
- Self Assessment
- Use of Scoring Guides
- Documentation of Personal Growth
- Daily Marks for Quality Work