

Renton School District

K-5

General Music

and

Middle School

Music Survey

Curriculum

Approve by Board of Directors June 2004

ACKNOWLEDGMENTS

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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 1999 revision of the music curriculum combined all K-12 music courses into one guide for easy reference. This revision also aligned the music curriculum with the Washington State Essential Academic Learning Requirements (EALR's) for the Arts. Separate scope and sequence charts were included for each offering listed in the middle school and high school registration booklets.

In 2004, the K-5 General Music and Middle School Music Survey curricula were reviewed and new materials were selected. These areas were extracted from the K-12 guide and updated.

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

Essential Academic Learning Requirements —The Arts

1. The student understands and applies arts knowledge and skills.

To meet this standard the student will:

- 1.1. Understand arts concepts and vocabulary.
- 1.2. Develop arts skills and techniques.
- 1.3. Understand and apply arts styles from various artist, cultures, and times.
- 1.4. Apply audience skills in a variety of arts settings and performances.

2. The student demonstrates thinking skills using artistic processes.

To meet this standard the student will:

- 2.1. Apply a creative process in the arts:
 - **Conceptualize** the context or purpose.
 - **Gather** information from diverse sources.
 - **Develop** ideas and techniques.
 - **Organize** arts elements, forms, and/or principles into a creative work.
 - **Reflect** for the purpose of elaboration and self-evaluation.
 - **Refine** work based on feedback.
 - **Present** work to others.
- 2.2. Apply a performance process in the arts:
 - **Identify** audience and purpose.
 - **Select** artistic work (repertoire) to perform.
 - **Analyze** structure and background of work.
 - **Interpret** by developing a personal interpretation of the work.
 - **Rehearse, adjust, and refine** through evaluation and problem solving.
 - **Present** work for others.
 - **Reflect** and **evaluate**.
- 2.3. Apply a responding process to an arts presentation.
 - **Engage** actively and purposefully.
 - **Describe** what is seen and/or heard.
 - **Analyze** how the elements are arranged and organized.

- **Interpret** based on descriptive properties.
- **Evaluate** using supportive evidence and criteria.

3. The student communicates through the arts.

To meet this standard the student will:

- 3.1. Use the arts to express and present ideas and feelings.
- 3.2. Use the arts to communicate for a specific purpose.
- 3.3. Develop personal aesthetic criteria to communicate artistic choices.

4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

To meet this standard the student will:

- 4.1. Demonstrate and analyze the connections among the arts disciplines.
- 4.2. Demonstrate and analyze the connections among the arts and other content areas.
- 4.3. Understand how the arts impact lifelong choices.
- 4.4. Understand that the arts shape and reflect culture and history.
- 4.5. Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work.

Elementary Arts Frameworks

ELEMENTARY MUSIC						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. The student understands and applies arts knowledge and skills.						
1.1.1 Understands arts concepts and vocabulary: <u>Elements:</u> <ul style="list-style-type: none"> • <i>Pitch</i> • <i>Rhythm</i> • <i>Expression (dynamics, style, tempo, phrasing)</i> • <i>Timbre</i> 	<ul style="list-style-type: none"> • Demonstrates the differences between singing and speaking voices (timbre) • Recognizes that different sources make different sounds (timbre) 	<ul style="list-style-type: none"> • Aurally and visually identifies high and low pitches (pitch) • Understands and uses loud-quiet <i>dynamics</i>, fast-slow <i>tempo</i> (expression) 	<ul style="list-style-type: none"> • Reads, writes, and creates using rhythms including quarter notes and rests and paired eighths (rhythm) • Understands and uses forte (f) and piano (p) (expression) 	<ul style="list-style-type: none"> • Reads, writes, and creates using rhythms including half and whole notes and rests (rhythm) • Understands and uses crescendo/decrescendo (expression) • Understands that sounds are produced by vibrations (timbre) 	<ul style="list-style-type: none"> • Understands and uses dynamic symbols (i.e., pp,p,mp,mf,f,ff) (expression) • Identifies families of instruments by sight and sound (timbre) 	✓ Benchmark 1: Identifies and uses visual art, dance, theatre, and music vocabulary and concepts
1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization:</u> <i>notation</i>	<ul style="list-style-type: none"> • Understands that musical notation moves from left to right (notation) • Recognizes 	<ul style="list-style-type: none"> • Identifies melodic phrases that move upward and downward (melody) 	<ul style="list-style-type: none"> • Identifies and uses parts of the staff (i.e., treble clef, lines, and spaces) (<i>notation</i>) 	<ul style="list-style-type: none"> • Identifies and uses the following musical notation: bar line, measure, 	<ul style="list-style-type: none"> • Identifies and writes notes in the treble clef (<i>notation</i>) • Identifies simple musical forms 	✓ Benchmark 1: Identifies and uses visual art, dance, theatre, and music vocabulary, and

Elementary Arts Frameworks

ELEMENTARY MUSIC						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. The student understands and applies arts knowledge and skills.						
<p><i>form</i> <i>melody</i> <i>harmony</i></p>	<p>same/ different patterns in music (form)</p>		<ul style="list-style-type: none"> • Identifies and creates using simple musical forms (i.e., AB, ABA, call-response) (<i>form</i>) • Identifies steps, leaps, and repeated notes on a staff (<i>melody</i>) 	<p>time signature, fermata, repeat sign (<i>notation</i>)</p> <ul style="list-style-type: none"> • Identifies and performs simple musical forms (i.e., verse-refrain, round/canon) (<i>form</i>) • Understands how combinations of steps, leaps, and repeated notes make up a melody (<i>melody</i>) • Aurally discriminates between same and different melodic phrases (<i>melody</i>) • Aurally discriminates between unison 	<p>(i.e., introduction, interlude, coda, rondo) (<i>form</i>)</p> <ul style="list-style-type: none"> • Creates a simple melody (<i>melody</i>) 	<p>concepts</p> <ul style="list-style-type: none"> • Identifies and uses the following musical notation: sharp, flat, tie (<i>notation</i>) • Identifies and performs simple musical forms (i.e., theme and variation) • Aurally discriminates between major and minor

Elementary Arts Frameworks

ELEMENTARY MUSIC						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. The student understands and applies arts knowledge and skills.						
				and harmony (<i>harmony</i>)		
1.2 Develops arts skills and techniques	<ul style="list-style-type: none"> • Speaks chants • Sings songs • Moves to the beat • Demonstrates steady beat 	<ul style="list-style-type: none"> • Sings and matches pitch (range C-G) • Accurately echoes melodic and rhythmic phrases 	<ul style="list-style-type: none"> • Sings and matches pitch (range C-C) • Reads and performs simple rhythms • Creates an improvisational response to a given pattern 	<ul style="list-style-type: none"> • Sings rounds and partner songs • Aurally recognizes rhythmic sets of twos and threes • Plays various unpitched percussion instruments showing appropriate care 	<ul style="list-style-type: none"> • Sings and matches pitch throughout a major diatonic scale • Creates an improvisational interlude • Demonstrates proper technique on at least one pitched instrument 	<ul style="list-style-type: none"> ✓ Benchmark 1: Identifies and uses basic arts skills and techniques • Sings in tune using proper posture, diction, breathing, and expression • Performs melodic and harmonic lines within an ensemble
1.3 Understands and applies arts styles from various artists, cultures, and times	<ul style="list-style-type: none"> • Describes a specific artwork 	<ul style="list-style-type: none"> • Describes the differences between two artworks 	<ul style="list-style-type: none"> • Recognizes that artworks have differing styles 	<ul style="list-style-type: none"> • Describes the differences in style between two artworks 	<ul style="list-style-type: none"> • Describes the attributes of artworks used by specific artists or cultures 	<ul style="list-style-type: none"> ✓ Benchmark 1: • Identifies specific attributes of artworks of various artists, cultures, and times using arts vocabulary

Elementary Arts Frameworks

ELEMENTARY MUSIC						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2. The student demonstrates thinking skills using artistic processes.						
2.1 Applies a creative process in the arts: <ul style="list-style-type: none"> • Conceptualizes the context or purpose • Gathers information from diverse sources • Develops ideas and techniques • Organizes arts elements, forms, and/or principles into a creative work • Refines work based on feedback • Presents work to others 	<ul style="list-style-type: none"> • Applies arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> ✓ Benchmark 1: Develops work using a creative process with instructor direction • Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process
2.2 Applies a	• Applies arts	• Applies	• Applies	• Applies	• Applies	✓ Benchmark 1:

Elementary Arts Frameworks

ELEMENTARY MUSIC						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2. The student demonstrates thinking skills using artistic processes.						
<p>performance process in the arts:</p> <ul style="list-style-type: none"> • Identifies audience and purpose • Selects artistic work (repertoire) to perform • Analyzes the structure and background of work • Interprets by developing a personal approach to the work • Rehearses, adjusts, and refines through evaluation and problem solving • Presents work for others • Reflects and 	<p>concepts, vocabulary, skills and techniques through a performance process</p>	<p>previously learned arts concepts, vocabulary, skills and techniques through a performance process</p>	<p>previously learned arts concepts, vocabulary, skills and techniques through a performance process</p>	<p>previously learned arts concepts, vocabulary, skills and techniques through a performance process</p>	<p>previously learned arts concepts, vocabulary, skills and techniques through a performance process</p>	<p>Develops work using a performance process with instructor direction</p> <ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Elementary Arts Frameworks

ELEMENTARY MUSIC						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2. The student demonstrates thinking skills using artistic processes.						
evaluates						
2.3 Applies a responding process to an arts presentation: <ul style="list-style-type: none"> • Engages actively and purposefully • Describes what is seen and/or heard • Analyzes how the elements are arranged and organized • Interprets based on descriptive properties • Evaluates using supportive evidence and criteria 	<ul style="list-style-type: none"> • Applies arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> ✓ Benchmark 1: Applies a responding process to an arts presentation with instructor direction • Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Elementary Arts Frameworks

ELEMENTARY MUSIC						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3. The student communicates through the arts.						
3.1 Uses the arts to express and present ideas and feelings	<ul style="list-style-type: none"> Recognizes that feelings can be expressed through the arts 	<ul style="list-style-type: none"> Identifies how feelings are expressed through the arts 	<ul style="list-style-type: none"> Recognizes that ideas and feelings can be expressed through the arts 	<ul style="list-style-type: none"> Identifies how ideas are expressed through the arts 	<ul style="list-style-type: none"> Identifies how ideas and feelings are expressed through the arts 	<ul style="list-style-type: none"> ✓ Benchmark 1: Expresses ideas and feeling through the arts
3.2 Uses the arts to communicate for a specific purpose	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., commemorate) 	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., entertain) 	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., tell a story) 	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., inform, motivate) 	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., share traditions, ceremonies) 	<ul style="list-style-type: none"> ✓ Benchmark 1: Creates and/or performs an artwork to communicate for a given purpose with instructor direction
3.3 Develops personal aesthetic criteria to communicate artistic choices	<ul style="list-style-type: none"> Uses personal favorites in artwork 	<ul style="list-style-type: none"> Identifies personal aesthetic choices 	<ul style="list-style-type: none"> Recognizes the aesthetic choices of others 	<ul style="list-style-type: none"> Recognizes that aesthetic choices are influenced by environment and experience 	<ul style="list-style-type: none"> Recognizes that aesthetic choices are influenced by culture 	<ul style="list-style-type: none"> ✓ Benchmark 1: Explains how personal aesthetic criteria is reflected in artwork

Elementary Arts Frameworks

ELEMENTARY MUSIC						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.						
4.1 Demonstrates and analyzes the connections among the arts disciplines	<ul style="list-style-type: none"> Recognizes arts concepts in multiple art disciplines (i.e., pattern) 	<ul style="list-style-type: none"> Identifies and demonstrates common concepts through arts disciplines (i.e., rhythm) 	<ul style="list-style-type: none"> Demonstrates how an idea can be represented through various arts disciplines 	<ul style="list-style-type: none"> Identifies common compositional elements through arts disciplines (i.e., beginning-middle-end, thematic developments, ABA, motif) 	<ul style="list-style-type: none"> Demonstrates skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating) 	<ul style="list-style-type: none"> ✓ Benchmark 1: <ul style="list-style-type: none"> Describes skills, concepts, and vocabulary common among art disciplines
4.2 Demonstrates and analyzes the connections between the arts and other content areas	<ul style="list-style-type: none"> Recognizes that art concepts occur in other content areas 	<ul style="list-style-type: none"> Identifies concepts and vocabulary common to the arts and other content areas 	<ul style="list-style-type: none"> Demonstrates concepts common to the arts and other content areas 	<ul style="list-style-type: none"> Applies arts knowledge and skills to reinforce learnings in other content areas 	<ul style="list-style-type: none"> Identifies steps of processes common to the arts and other content areas (i.e., creative writing and scientific processes) 	<ul style="list-style-type: none"> ✓ Benchmark 1: <ul style="list-style-type: none"> Identifies skills, concepts, and vocabulary common to the arts and other content areas
4.3 Understands how the arts impact lifelong choices	<ul style="list-style-type: none"> Identifies examples of arts in the classroom/ school 	<ul style="list-style-type: none"> Identifies how the arts impact home/ family choices 	<ul style="list-style-type: none"> Identifies examples of arts in the community 	<ul style="list-style-type: none"> Identifies how the arts impact choice of activities outside of school 	<ul style="list-style-type: none"> Identifies and analyzes how the arts impact consumer choices 	<ul style="list-style-type: none"> ✓ Benchmark 1: <ul style="list-style-type: none"> Analyzes how the arts impact personal and community choices
4.4 Understands	<ul style="list-style-type: none"> Describes a 	<ul style="list-style-type: none"> Describes a 	<ul style="list-style-type: none"> Describes 	<ul style="list-style-type: none"> Recognizes that 	<ul style="list-style-type: none"> Identifies 	<ul style="list-style-type: none"> ✓ Benchmark 1:

Elementary Arts Frameworks

ELEMENTARY MUSIC						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.						
that the arts shape and reflect culture and history	specific artwork in the classroom/ school	specific artwork from home/family	specific artwork in the community	artworks reflect culture	general attributes of artworks from a specific culture	<ul style="list-style-type: none"> • Identifies specific attributes of artworks that reflect culture
4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work	<ul style="list-style-type: none"> • Follows directions when prompted on assigned tasks 	<ul style="list-style-type: none"> • Practices safety habits using tools and materials appropriately 	<ul style="list-style-type: none"> • Maintains focus and demonstrates perseverance 	<ul style="list-style-type: none"> • Identifies career roles in the arts • Meets goals and deadlines to complete work 	<ul style="list-style-type: none"> • Practices/ rehearses to refine arts skills 	<ul style="list-style-type: none"> ✓ Benchmark 1: • Describes career roles in the arts • Demonstrates arts skills used in the world of work

Secondary Arts Frameworks

SECONDARY MUSIC				
	Grade 6	Grade 8	Grade 10	Grade 12
1. The student understands and applies arts knowledge and skills.				
1.1.1 Understands arts concepts and vocabulary: Elements <ul style="list-style-type: none"> • <i>pitch</i> • <i>rhythm</i> • <i>expression (dynamics, style, tempo, phrasing)</i> • <i>timbre</i> 	<ul style="list-style-type: none"> • Reads, writes, and creates using rhythms including whole through sixteenth (notes and rests) (<i>rhythm</i>) • Understands and uses staccato/legato, accent (<i>expression</i>) • Identifies the following registers: soprano, alto, tenor, bass (<i>timbre</i>) 	<ul style="list-style-type: none"> ✓ Benchmark 2: explains and applies the concepts of visual arts, dance, theatre, and music using arts vocabulary • Reads, writes, and creates using dotted rhythms (<i>rhythm</i>) • Understands and uses tempo markings (i.e., largo, andante, allegro, presto, ritardando, accelerando) (<i>expression</i>) 	<ul style="list-style-type: none"> ✓ Benchmark 3: Analyzes and interprets works of visual art, dance, theatre, and music using arts concepts and vocabulary • Demonstrates comprehension of rhythms in duple/triple meter (<i>rhythm</i>) 	<ul style="list-style-type: none"> • Demonstrates comprehension of simple/compound meter (<i>rhythm</i>) • Identifies and performs syncopated rhythms (<i>rhythm</i>)
1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization</u> <ul style="list-style-type: none"> • <i>notation</i> • <i>form</i> • <i>melody</i> • <i>harmony</i> 	<ul style="list-style-type: none"> • Identifies the following musical notation: Da Capo, D.C. al Fine, Dal Segno, 1st and 2nd ending key signature and slur (<i>notation</i>) • Writes and identifies notes in the bass clef (<i>notation</i>) • Understands that steps and leaps create intervals (<i>harmony</i>) 	<ul style="list-style-type: none"> ✓ Benchmark 2: Explains and applies the concepts of visual art, dance, theatre, and music using arts vocabulary • Recognizes and interprets musical symbols and notation appropriate to music rehearsed and performed (<i>notation</i>) • Visually and aurally recognizes and explains 	<ul style="list-style-type: none"> ✓ Benchmark 3: Analyzes and interprets works of visual art, dance, drama, and music using arts concepts and vocabulary • Recognizes and interprets standard musical symbols and notation appropriate to music rehearsed and performed (<i>notation</i>) • Visually and aurally 	<ul style="list-style-type: none"> • Recognizes and interprets key signatures (<i>notation</i>) • Explains the circle of fifths (<i>notation</i>) • Visually and aurally recognizes and explains advanced musical forms (i.e., sonata-allegro, fugue) (<i>form</i>) • Analyzes and describes textures within a musical composition (<i>harmony</i>)

Secondary Arts Frameworks

SECONDARY MUSIC				
	Grade 6	Grade 8	Grade 10	Grade 12
1. The student understands and applies arts knowledge and skills.				
		the form of music rehearsed and performed (<i>form</i>) <ul style="list-style-type: none"> • Understands that melodies can be accompanied by chordal progressions (<i>harmony</i>) 	recognizes and explains the form of music rehearsed and performed (<i>form</i>) <ul style="list-style-type: none"> • Identifies textures in a musical composition (<i>harmony</i>) • Maintains an independent musical line within an ensemble (<i>harmony</i>) 	<ul style="list-style-type: none"> • Visually and aurally identifies intervals and chords (e.g., major, minor, perfect) (<i>harmony</i>)

SECONDARY MUSIC				
	Grade 6	Grade 8	Grade 10	Grade 12
1. The student understands and applies arts knowledge and skills.				
1.2 Develops arts skills and techniques	<ul style="list-style-type: none"> • Demonstrates listening skills by correcting personal tone and volume • Improvises a melodic phrase 	✓ Benchmark 2: Develops arts skills and techniques <ul style="list-style-type: none"> • Plays and/or sings using characteristic tonal production (i.e., resonance, vowel placement) • Understands and applies expressive elements in music rehearsed and performed 	✓ Benchmark 3: Refines and extends arts skills and techniques <ul style="list-style-type: none"> • Understands and applies expressive elements in music rehearsed and performed • Performs music of varying styles, genres, and historical periods • Analyzes and interprets stylistic differences in 	<ul style="list-style-type: none"> • Refines tonal production to create a mature, characteristic sound • Independently analyzes and interprets music rehearsed and performed (i.e., stylistically and expressively) • Exhibits achievement in area of choice (i.e., recital, composition, conducting, research,

Secondary Arts Frameworks

		<ul style="list-style-type: none"> • Demonstrates reading and listening skills by correcting personal errors in pitch, rhythm • Performs music of varying styles and genres • Performs individually or in a small ensemble 	selected musical genres	technology) <ul style="list-style-type: none"> • Demonstrates informed, independent musical decision-making
1.3 Understands and applies arts styles from various artists, cultures, and times	<ul style="list-style-type: none"> • Identifies techniques from various artists, cultures, and/or times 	<ul style="list-style-type: none"> ✓ Benchmark 2: • Applies techniques from various artists, cultures, and/or times 	<ul style="list-style-type: none"> ✓ Benchmark 3: • Transfers understandings from one artistic style to a larger group of artworks 	<ul style="list-style-type: none"> • Applies knowledge of artistic styles and cultural traditions to make informed choices for an arts presentation
1.4 Applies audience skills in a variety of arts settings and performances	<ul style="list-style-type: none"> • Identifies how the audience and artist/performer interact 	<ul style="list-style-type: none"> ✓ Benchmark 2: • Understands and demonstrates the relationship and interactive responsibilities of the arts/performer and audience 	<ul style="list-style-type: none"> ✓ Benchmark 3: • Articulates how audience conventions and responsibilities differ according to style and culture 	<ul style="list-style-type: none"> • Analyzes how style, culture, and history have influenced audience conventions

SECONDARY MUSIC				
	Grade 6	Grade 8	Grade 10	Grade 12
2. The student demonstrates thinking skills using artistic processes.				
2.1 Applies a creative process in the arts: Conceptualizes the context or purpose <ul style="list-style-type: none"> • Gathers information from diverse sources 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> ✓ Benchmark 2: Develops work using a creative process with instructor assistance • Applies previously learned arts concepts, 	<ul style="list-style-type: none"> ✓ Benchmark 3: Develops work using a creative process independently • Applies previously learned arts concepts, 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process

Secondary Arts Frameworks

SECONDARY MUSIC				
	Grade 6	Grade 8	Grade 10	Grade 12
2. The student demonstrates thinking skills using artistic processes.				
<ul style="list-style-type: none"> • Develops ideas and techniques • Organizes arts elements, forms, and/or principles into a creative work • Reflects for the purpose of elaboration and self evaluation • Refines work based on feedback • Presents work to others 		vocabulary, skills and techniques through a creative process	vocabulary, skills and techniques through a creative process	
2.2 Applies a performance process in the arts: <ul style="list-style-type: none"> • Identifies audience and purpose • Selects artistic work (repertoire) to perform • Analyzes the structure and background of work • Interprets by developing a personal approach to the work • Rehearses, adjusts, and refines through evaluation and problem solving • Presents work for others • Reflects and evaluates 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	✓ Benchmark 2: Develops work using a performance process with instructor assistance <ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	✓ Benchmark 3: Develops work using a performance process independently <ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Secondary Arts Frameworks

SECONDARY MUSIC				
	Grade 6	Grade 8	Grade 10	Grade 12
2. The student demonstrates thinking skills using artistic processes.				
<p>2.3 Applies a responding process to an arts presentation:</p> <ul style="list-style-type: none"> Engages actively and purposefully Describes what is seen and/or heard Analyzes how the elements are arranged and organized Interprets based on descriptive properties Evaluates using supportive evidence and criteria 	<ul style="list-style-type: none"> Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<p>✓ Benchmark 2: Applies a responding process to an arts presentation with instructor assistance</p> <ul style="list-style-type: none"> Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<p>✓ Benchmark 3: Applies a responding process to an arts presentation independently</p> <ul style="list-style-type: none"> Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process

Secondary Arts Frameworks

SECONDARY MUSIC				
	Grade 6	Grade 8	Grade 10	Grade 12
3. The student communicates through the arts.				
3.1 Uses the arts to express and present ideas and feelings	<ul style="list-style-type: none"> Identifies use and misuse (plagiarism) of pre-existing artistic works to communicate 	<ul style="list-style-type: none"> ✓ Benchmark 2: <ul style="list-style-type: none"> Express ideas and feelings through the arts in a variety of styles Describes use and misuse of pre-existing artistic works to communicate 	<ul style="list-style-type: none"> ✓ Benchmark 3: <ul style="list-style-type: none"> Express ideas and feelings through the arts in a variety of forms and styles Articulates and justifies the use of pre-existing artistic works to communicate 	<ul style="list-style-type: none"> Expresses ideas and feelings through the arts, synthesizing forms and styles
3.2 Uses the arts to communicate for a specific purpose	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., to record history, persuade) 	<ul style="list-style-type: none"> ✓ Benchmark 2: <ul style="list-style-type: none"> Creates and/or performs an artwork to communicate for a selected purpose with instructor assistance 	<ul style="list-style-type: none"> ✓ Benchmark 3: <ul style="list-style-type: none"> Analyzes how the deliberate use of artistic elements communicates for a specific purpose 	<ul style="list-style-type: none"> Supports and defends the artistic elements chosen to communicate for a specific purpose
3.3 Develops personal aesthetic criteria to communicate artistic choices	<ul style="list-style-type: none"> Describe how aesthetic choices are influenced by historical context 	<ul style="list-style-type: none"> ✓ Benchmark 2: <ul style="list-style-type: none"> Explains how personal aesthetic choices are influenced by culture and history 	<ul style="list-style-type: none"> ✓ Benchmark 3: <ul style="list-style-type: none"> Analyzes how cultural and historical perspectives influence personal aesthetic criteria 	<ul style="list-style-type: none"> Analyzes personal aesthetic development

Secondary Arts Frameworks

SECONDARY MUSIC				
	Grade 6	Grade 8	Grade 10	Grade 12
4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.				
4.1 Demonstrates and analyzes the connections among the arts disciplines	<ul style="list-style-type: none"> Describes arts processes that are unique to each arts discipline 	✓ Benchmark 2: <ul style="list-style-type: none"> Compares and contrasts attributes of personal artwork with other arts disciplines 	✓ Benchmark 3: <ul style="list-style-type: none"> Analyzes an arts presentation that integrates two or more arts disciplines 	<ul style="list-style-type: none"> Creates an arts presentation integrating two or more arts disciplines
4.2 Demonstrates and analyzes the connections between the arts and other content areas	<ul style="list-style-type: none"> Demonstrates that art concepts occur in other content areas 	✓ Benchmark 2: <ul style="list-style-type: none"> Explains relationships between the arts and other content areas 	✓ Benchmark 3: <ul style="list-style-type: none"> Integrates and adapts skills within the arts and other content areas 	<ul style="list-style-type: none"> Creates an arts presentation, integrating the arts with another content area
4.3 Understands how the arts impact lifelong choices	<ul style="list-style-type: none"> Analyzes how the arts impact peer group choices 	✓ Benchmark 2: <ul style="list-style-type: none"> Analyzes how the arts impact choices in natural and constructed environments 	✓ Benchmark 3: <ul style="list-style-type: none"> Analyzes how the arts impact economic choices 	<ul style="list-style-type: none"> Projects and plans how the arts impact personal future choices
4.4 Understands that the arts shape and reflect culture and history	<ul style="list-style-type: none"> Identifies specific attributes of artworks that reflect culture and history 	✓ Benchmark 2: <ul style="list-style-type: none"> Compares and contrasts attributes of personal artwork that reflect culture and history 	✓ Benchmark 3: <ul style="list-style-type: none"> Identifies specific attributes of artworks that shape culture and history 	<ul style="list-style-type: none"> Applies knowledge of how the arts shape and reflect culture and history throughout time
4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work	<ul style="list-style-type: none"> Identifies job specific skills for arts careers Demonstrates collaborative skills 	✓ Benchmark 2: <ul style="list-style-type: none"> Describes work habits and skills needed for careers in the arts Explains how art skills and knowledge are used in the world of work 	✓ Benchmark 3: <ul style="list-style-type: none"> Assumes roles of arts careers and practices appropriate work habits and skills Analyzes and interprets how arts skills and knowledge influence the world of work 	<ul style="list-style-type: none"> Researches arts careers (e.g., job shadowing, apprenticeships, and mentorships) Applies arts skills and knowledge used in the world of work

Renton School District
MUSIC SCOPE AND SEQUENCE
K-5 General Music

MUSICAL LEARNINGS	K	1	2	3	4	5
Rhythm						
Musical notation/moves left to right	I	I	E	E	E	E
Steady beat, long/short, patterns of long/short, even/uneven	I	I	E	E	E	E
Sound/silence, strong/weak, repeated patterns		I	E	E	E	E
2/4 time		I	E	E	E	E
Quarter note, eighth notes, quarter rest		I	E	E	E	E
Beat/no beat, silent beat, beat vs. rhythm			I	E	E	E
2/4 and 3/4 time			I	E	E	E
Half note, half rest			I	E	E	E
Whole note, whole rest			I	E	E	E
Measures, barlines, accent				I	E	E
Melodic rhythm				I	E	E
Dotted half note, dotted half rest, sixteenth notes				I	E	E
Tie					I	E
Duple and triple meters					I	E
Meter signatures					I	E
Dotted rhythms					I	E
Syncopation, beat/off beat						I
Conducting patterns						I
Irregular meter (5/4)						I
Triplet, eighth-2 sixteenths and 2 sixteenths-eighth						I
Melody						
High/low	I	I	E	E	E	E
Sol-mi songs	I	I	E	E	E	E
Sol-mi-la songs, higher/lower, upward/downward		I	E	E	E	E
Matching pitch, steps		I	E	E	E	E
Phrases		I	E	E	E	E
Do-re-mi songs			I	E	E	E
Step, leap, repeat			I	E	E	E
Patterns: same, different, similar			I	E	E	E
Phrase length			I	E	E	E
Pentatonic songs				I	E	E
Phrases: like/unlike				I	E	E
Treble clef				I	E	E
Add fa and ti					I	E
Melodic shapes					I	E
Melodic sequences					I	E
Bass clef						I
Major/minor						I
Harmony						

I = Introduce E = Expand

Renton School District
MUSIC SCOPE AND SEQUENCE
K-5 General Music

MUSICAL LEARNINGS	K	1	2	3	4	5
Melody with accompaniment		I	E	E	E	E
Ostinato			I	E	E	E
Round			I	E	E	E
Chordal harmony				I	E	E
Texture: thick/thin				I	E	E
Unison vs harmony				I	I	E
Melody/counter melody					I	E
Partner songs				I	I	E
Cadence						I
2-part songs						I
Descant						I
Canon						I
Tone Color						
Body percussion (sounds)	I	I	E	E	E	E
Vocal: sing, speak, shout, hum, whisper	I	E	E	E	E	E
Vocal: male, female, child	I	I	E	E	E	E
Environmental sounds	I	I	E	E	E	E
Pitched/non-pitched instruments	I	I	E	E	E	E
Vocal: solo, duet, trio, chorus					I	E
Instrument Families					I	E
Recorder				I	I	E
Vocal: soprano, alto, tenor, bass						I
Vocal ensembles, chamber ensembles						I
Form						
Call/Response	I	I	E	E	E	E
A B		I	E	E	E	E
Verse/refrain		I	E	E	E	E
A B A			I	E	E	E
Introduction/coda			I	E	E	E
Repetition/contrast, same/different patterns			I	E	E	E
Solo/chorus	I	I	E	E	E	E
Repeat				I	E	E
Interlude				I	E	E
Cumulative songs				I	E	E
A B A				I	E	E
D.C. al fine					I	E
Dal segno (D.S.)					I	E
Ballad					I	E
Rondo					I	E
1st and 2nd endings						I
Theme and variations						I

I = Introduce E = Expand

Renton School District
MUSIC SCOPE AND SEQUENCE
K-5 General Music

MUSICAL LEARNINGS	K	1	2	3	4	5
Expression						
Variety of moods	I	I	E	E	E	E
Loud/soft	I	I	E	E	E	E
Fast/slow	I	I	E	E	E	E
Louder/softer (crescendo/decrecendo)		I	E	E	E	E
Faster/slower (accelerando/ritardando)		I	E	E	E	E
Singing posture		I	E	E	E	E
Stage presence		I	E	E	E	E
Tempo			I	E	E	E
Diction			I	E	E	E
Vocal tone			I	E	E	E
Accent (>)				I	E	E
Fermata				I	E	E
Relationship of words and music				I	E	E
Dynamics and markings					I	E
Evaluation of dynamics and tempo choices					I	E
Breath control					I	E
Tempo terminology						I
Staccato/legato						I
History/Style						
Multicultural activities	I	E	E	E	E	E
Composers and performers		I	E	E	E	E
Artistic Process						
Listening	I	I	E	E	E	E
Integration of music and movement	I	I	E	E	E	E
Problem solving			I	E	E	E
Critical evaluation				I	E	E
Composition					I	E
Communication						
Sing/play expressively	I	I	E	E	E	E
Use foreign language songs/words to enhance multicultural understanding			I	E	E	E
Use/create other art forms with music			I	E	E	E
Recognize the relationship between music and emotions				I	E	E
Understand the role of music in cultures					I	E
Integration and Career Connections						
Activities integrated with other curriculum areas	I	I	E	E	E	E
Music careers				I	E	E
Examine multimedia applications in music						E

I = Introduce E = Expand

Renton School District
MUSIC SCOPE AND SEQUENCE
Music Survey

MUSICAL LEARNINGS	6	7	8
Rhythm			
Pick-ups	I	E	E
Mixed meters - 3/4 with 6/8	I	E	E
Alternating 2 with 3	I	E	E
Melody			
Key signatures	I	E	E
Harmony			
Singing in thirds	I	E	E
Modulation	I	E	E
Major: I, IV, V ⁷ chords	I	E	E
Minor: i, v ⁷ chords	I	E	E
Tone Color			
Differentiate between instruments	I	E	E
Vocal ensembles, chamber ensembles	E	E	E
Vocal SATB	E	E	E
Form			
Composite forms: opera, operetta, musical, piano prelude	I	E	E
Expression	I	E	E
Relationship of words to performance	I	E	E
History/Style			
Multicultural activities integrated with social studies curriculum	E	E	E
Composers and performers	E	E	E
Music careers	E	E	E
Historical periods	I	E	E
Variety of musical styles, including cultures	E	E	E
Instrumental and Vocal Technique			
Sing a variety of songs in unison and harmony	E	E	E
Play simple melodies using written notation on keyboard, guitar and wind instruments	E	E	E
Play percussion instruments using rhythmic notation	E	E	E
Participate in informal performances	E	E	E
Artistic Process			
Listening	E	E	E
Integration of music and movement	E	E	E
Problem solving	E	E	E

I = Introduce E = Expand

Renton School District
MUSIC SCOPE AND SEQUENCE
Music Survey

Critical evaluation	E	E	E
Composition	E	E	E
Communication			
Sing/play expressively	E	E	E
MUSICAL LEARNINGS	6	7	8
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

I = Introduce E = Expand

INSTRUCTIONAL RESOURCES

K-5 GENERAL MUSIC

- Basic:** *Making Music*, Silver Burdett, 2005, grades K-5
Student Books, grades K-5
Big Books
Teacher Resources
Keyboard Accompaniment Book
Compact Discs
Listening Map Transparency Package
Master Index and Correlations
- Equipment: Computer
MIDI synthesizers
Classroom instruments
Piano
CD/Tape player/recorder
- Supplemental:** Music for All Children K-6
A Cantar! K-4
Cantaremos! CD Package K-4
Bridges to Asia CD Package K-4
Making Music with Movement and Dance K-8
Activities for Substitute Teachers CD Package K-8
- Technology: PrintMusic! CD-ROM K-8
Play Music CD-ROM K-8
Band-in-a-Box CD-ROM Package 2-8
Making More Music CD-ROM
Virtual MT CD-ROM
Alfred's Essentials of Music Theory 3-8
- Video: Music Magic Video Library Package 1-8
Using MIDI in the Elementary Music Classroom 1-6
Arpeggio Meets the Brass Family 1-3

MUSIC SURVEY

- Basic:** *Making Music*, Silver Burdett, 2005, grade 6-8
Student Books, grade 6-8
Teacher Resources
Keyboard Accompaniment Book
Compact Discs
Listening Map Transparency Package
Master Index and Correlations
- Equipment: Computer
MIDI synthesizers
Piano
CD/Tape player/recorder
- Supplemental:** Music for All Children K-6
A Cantar! K-4
Cantaremos! CD Package K-4
Bridges to Asia CD Package K-4
Making Music with Movement and Dance K-8
Activities for Substitute Teachers CD Package K-8
- Technology: PrintMusic! CD-ROM K-8
Play Music CD-ROM K-8
Band-in-a-Box CD-ROM Package 2-8
Making More Music CD-ROM
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Alfred's Essentials of Music Theory 3-8
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Using MIDI in the Elementary Music Classroom 1-6
Arpeggio Meets the Brass Family 1-3

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