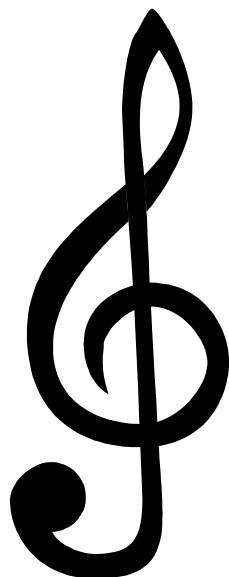


The Music Binder



THE MUSIC BINDER

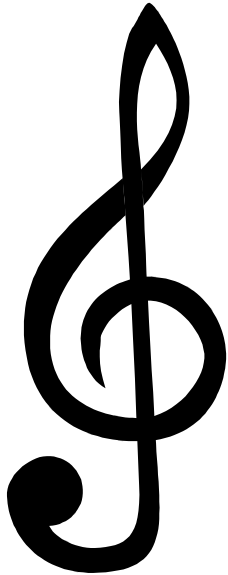
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Curriculum Guide

Kindergarten Music

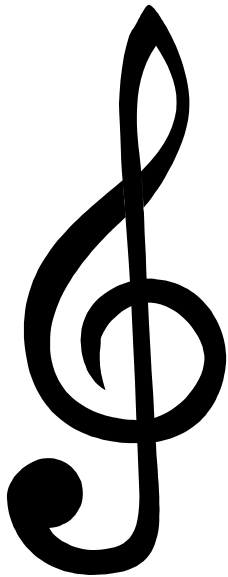


Kindergarten Music Content Outline

Topic	SOLs	Suggested Time Frame
I. RHYTHM A. Beat B. Duration C. Rhythm Patterns	K.1, K.2, K.4, K.6, K.11, K.12	7 weeks/ Ongoing
II. MELODY A. Pitch B. Contour C. Patterns D. Phrases	K.1, K.3, K.7, K.11, K.12	9 weeks/ Ongoing
III. TONE COLOR A. Environmental B. Vocal C. Instrumental	K.1, K.5, K.9, K.10, K.12	7 weeks/ Ongoing
IV. FORM A. Sectional Form B. Style	K.4, K.7, K.11, K.12	6 weeks/ Ongoing
V. EXPRESSIVE QUALITIES A. Dynamics B. Tempo C. Movement	K.1, K.3, K.4, K.7, K.8, K.11, K.12	7 weeks/ Ongoing

Curriculum Guide

First Grade Music

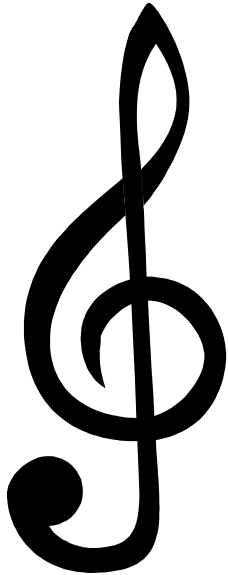


First Grade Music Content Outline

Topic	SOLs	Suggested Time Frame
I. RHYTHM A. Beat B. Duration C. Rhythm Patterns	1.2, 1.4, 1.5, 1.11, 1.12	7 weeks/ Ongoing
II. MELODY A. Pitch B. Contour C. Patterns D. Phrases	1.1, 1.4, 1.5, 1.8, 1.11, 1.12	9 weeks/ Ongoing
III. TONE COLOR A. Environmental B. Vocal C. Instrumental	1.1, 1.8, 1.9, 1.10, 1.11, 1.12	7 weeks/ Ongoing
IV. FORM A. Sectional Form B. Style	1.3, 1.6, 1.11, 1.12	6 weeks/ Ongoing
V. EXPRESSIVE QUALITIES A. Dynamics B. Tempo C. Movement	1.3, 1.4, 1.7, 1.11, 1.12	7 weeks/ Ongoing

Curriculum Guide

Second Grade Music

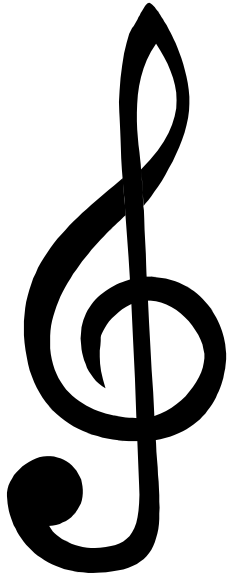


Second Grade Music Content Outline

Topic	SOLs	Suggested Time Frame
I. RHYTHM A. Beat/Duration B. Rhythm Patterns	2.1, 2.2, 2.4, 2.5, 2.10, 2.11	8 weeks/ Ongoing
II. MELODY A. Pitch B. Intervals (Contour) C. Patterns D. Phrases	2.1, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11	8 weeks/ Ongoing
III. HARMONY A. Linear Harmony B. Chordal Harmony	2.1, 2.5, 2.10, 2.11	8 weeks/ Ongoing
IV. TONE COLOR A. Vocal B. Instrumental	2.1, 2.5, 2.8, 2.10, 2.11	3 weeks/ Ongoing
V. FORM A. Sectional Form B. Style	2.1, 2.4, 2.6, 2.10, 2.11	8 weeks/ Ongoing
VI. EXPRESSIVE QUALITIES A. Movement B. Dynamics C. Tempo	2.3, 2.5, 2.7, 2.10	3 weeks/ Ongoing

Curriculum Guide

Third Grade Music

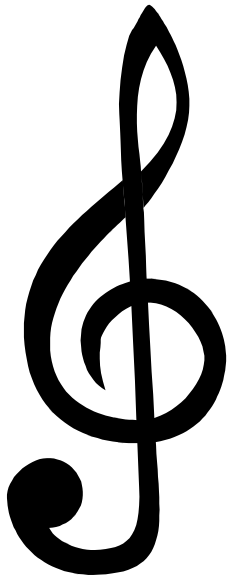


Third Grade Music Content Outline

Topic	SOLs	Suggested Time Frame
I. RHYTHM A. Beat/Duration B. Meter C. Rhythm Patterns	3.2, 3.5, 3.8, 3.12, 3.13	8 weeks/ Ongoing
II. MELODY A. Pitch B. Intervals (Contour) C. Patterns D. Phrases	3.1, 3.2, 3.6, 3.11, 3.12, 3.13	6 weeks/ Ongoing
III. HARMONY A. Linear B. Chordal	3.1, 3.4, 3.6, 3.12	8 weeks/ Ongoing
IV. TONE COLOR A. Vocal B. Instrumental	3.1, 3.6, 3.9, 3.10, 3.12, 3.13	3 weeks/ Ongoing
V. FORM A. Sectional Form B. Style	3.1, 3.7, 3.9, 3.12, 3.13	8 weeks/ Ongoing
VI. EXPRESSIVE QUALITIES A. Movement B. Dynamics C. Tempo	3.2, 3.3, 3.6, 3.8, 3.9, 3.12, 3.13	3 weeks/ Ongoing

Curriculum Guide

Fourth Grade Music

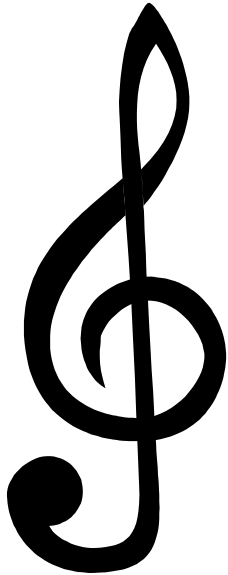


Fourth Grade Music Content Outline

Topic	SOLs	Suggested Time Frame
I. RHYTHM A. Patterns B. Meter	4.2, 4.9, 4.12, 4.13	7 weeks/ Ongoing
II. MELODY A. Pitch B. Intervals C. Patterns	4.1, 4.2, 4.7, 4.12, 4.13	14 weeks/ Ongoing
III. HARMONY A. Linear Harmony B. Chords	4.1, 4.4, 4.5, 4.12, 4.13	7 weeks/ Ongoing
IV. TONE COLOR A. Vocal Sounds B. Instrumental Sounds	4.5, 4.8, 4.10, 4.12	3 weeks/ Ongoing
V. FORM A. Sectional Forms B. Style	4.3, 4.6, 4.11, 4.12, 4.13	5 weeks/ Ongoing

Curriculum Guide

Fifth Grade Music

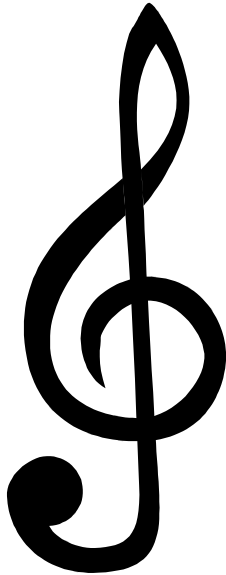


Fifth Grade Music Content Outline

Topic	SOLs	Suggested Time Frame
I. RHYTHM A. Patterns B. Meter	5.2, 5.4, 5.8, 5.10, 5.11	9 weeks/ Ongoing
II. MELODY A. Pitch B. Patterns C. Harmony	5.1, 5.2, 5.10, 5.11	16 weeks/ Ongoing
III. TONE COLOR A. Vocal Sounds B. Instrumental Sounds	5.4, 5.7, 5.10	3 weeks/ Ongoing
IV. FORM A. Sectional Forms B. Style	5.3, 5.5, 5.6, 5.9, 5.10, 5.11	8 weeks/ Ongoing

Curriculum Guide

Exploratory Music 6



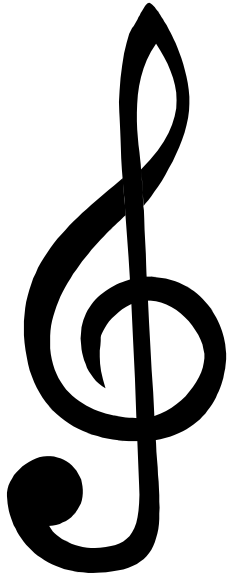
Exploratory Music 6

Content Outline

Topic	SOLs	Suggested Time Frame
I. ELEMENTS OF MUSIC A. Music Theory B. Body Percussion and Rhythmic Movement	MS.1, MS.3	2 weeks
II. PLAYING THE RECORDER A. Parts and Care of Instrument B. Tone Production C. Reading and Playing Music D. Solo and Ensemble Performances	MS.2, MS.5, MS.8	2 weeks
III. PLAYING THE KEYBOARD A. History and Construction of Keyboard Instruments B. Melodic Movement C. Reading and Playing Music D. Solo and Ensemble Performances E. Midi Applications	MS.2, MS.4, MS.5	2 weeks
IV. VOCAL DEVELOPMENT A. Vocal Production B. Repertoire C. Performance Strategies	MS.2, MS.4, MS.5, MS.6, MS.7, MS.9	3 weeks

Curriculum Guide

Beginning Band 6



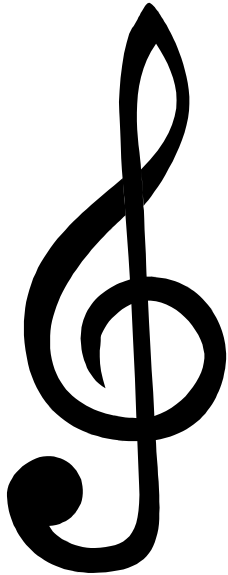
Beginning Band 6

Content Outline

Topic	SOLs	Suggested Time Frame
I. BEGINNING MUSICAL SKILLS	IB.1, IB.2,	4 weeks/
A. Introduction to the Instrument	IB.4, IB.17,	Ongoing
B. Beginning Notes	IB.18	
C. Beginning Rhythms	IB.21	
II. BUILDING MUSICAL TECHNIQUE	IB.3, IB.6,	Ongoing
A. Tuning	IB.7, IB.8,	
B. Sight Reading	IB.12, IB.18,	
C. Scales/Rudiments	IB.21	
D. Expanded Notes and Rhythms		
III. EXPRESSIVE/PERFORMANCE ELEMENTS	IB.5, IB.9,	Ongoing
A. Articulation	IB.10, IB.11,	
B. Dynamics	IB.19, IB.22	
C. Phrasing		
D. Performance		
IV. MUSICAL KNOWLEDGE	IB.13, IB.14,	Ongoing
A. Creating Music	IB.15, IB.16,	
B. Careers in Music	IB.20, IB.23,	
C. Cultural/Interdisciplinary Connections	IB.24	
D. History/Theory		

Curriculum Guide

Beginning Band (7-8)



Beginning Band (7-8)

Content Outline

Topic	SOLs	Suggested Time Frame
I. MUSICAL SKILLS	IB.1, IB.2,	4 weeks/
A. Introduction to the Instrument	IB.4, IB.17,	Ongoing
B. Beginning Notes	IB.18	
C. Beginning Rhythms	IB.21, II.1, II.2, II.3, II.4, II.17, II.18	
II. MUSICAL TECHNIQUE	IB.3, IB.6,	Ongoing
A. Tuning	IB.7, IB.8,	
B. Sight Reading	IB.12, IB.18,	
C. Scales/Rudiments	IB.21, II.3, II.6,	
D. Expanded Notes and Rhythms	II.7, II.8, II.12, II.18	
III. MUSICAL ELEMENTS	IB.5, IB.9,	Ongoing
A. Articulation	IB.10, IB.11,	
B. Dynamics	IB.19, IB.22,	
C. Phrasing	II.5, II.9, II.10,	
D. Ensemble Performance	II.11, II.19, II.22	
IV. MUSICAL KNOWLEDGE	IB.13, IB.14,	Ongoing
A. Creating Music	IB.15, IB.16,	
B. Careers	IB.20, IB.23,	
C. Cultural/Interdisciplinary Connections	IB.24, II.13,	
D. History/Theory	II.14, II.15, II.16, II.20, II.23, II.24,	

Beginning Band (7-8)

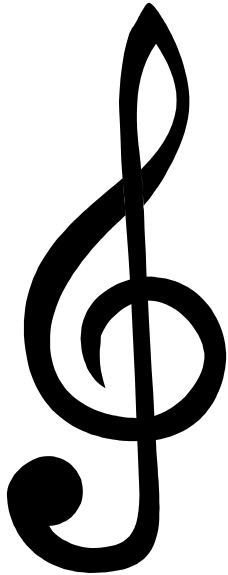
Standards of Learning

- IB.1 The student will demonstrate proper playing position (posture, embouchure, hand position).
- IB.2 The student will consistently produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IB.3 The student will demonstrate the ability to adjust pitch while playing an instrument.
- IB.4 The student will maintain a steady tempo while performing materials being studied.
- IB.5 The student will use contrasting articulation. Winds: tonguing and slurring, Strings: detache, pizzicato, slurring.
- IB.6 The student will perform four major scales, ascending and descending (winds and percussion: F, Bb, Eb, Ab; strings: D, G, C, F).
- IB.7 The percussion students will perform six of The Thirteen Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open (long roll, five stroke roll, nine stroke roll, flam, single paradiddle, ruff).
- IB.8 The wind/percussion student will perform a one octave chromatic scale, ascending and descending.
- IB.9 The student will use dynamics as a means of expression.
- IB.10 The student will demonstrate musical phrasing in materials being studied (melodic contour, natural accents, use of breath or bow).
- IB.11 The student will demonstrate ensemble skills: blend instrument timbres, match dynamic levels, respond to basic conducting gestures, maintain a steady tempo.
- IB.12 The student will sight-read music of varying levels of difficulty.
- IB.13 The student will sing selected lines from the material being studied.
- IB.14 The student will perform music from a variety of cultures, styles, and historical periods.
- IB.15 The student will embellish two to four measures of a folk song after echoing sample rhythm examples found in folk material being studied.
- IB.16 The student will compose a two to four measure melody using available technology and teacher-specified rhythms and pitches.
- IB.17 The student will demonstrate knowledge of the instrument being studied (identification of instrument parts, proper care and maintenance of the instrument).
- IB.18 The student will identify and count rhythm patterns from instructional materials using an established rhythm reading system.
- IB.19 The students will provide answers to the instructor's questions regarding individual or group performance.
- IB.20 The student will identify career options in music.
- IB.21 The student will identify and define music terms and symbols from materials being studied (letter names, fingerings or positions, location of notes).
- IB.22 The student will demonstrate behaviors that result in increased music learning through a variety of music activities (regular attendance with required materials, completion of assignments/practice, participation in class and performance, concert etiquette as a performer and listener).
- IB.23 The student will associate terminology common to music with other disciplines.
- IB.24 The student will provide answers to instructor's questions about cultures, styles, composers, and historical periods from materials being studied.
- II.1 The student will demonstrate proper playing position (posture, embouchure, hand position).
- II.2 The student will produce tones that are clear, free of tension, sustained and unwavering in pitch
- II.3 The student will demonstrate the ability to adjust and match pitches.

- II.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- II.5 The student will demonstrate a variety of articulations: winds:staccato, legato tongue, accent, marcato, tenuto.
- II.6 The student will perform selected major scales ascending and descending in eighth notes (MM quarter note=72): winds and percussion-D, G, C, F, Bb, Eb, Ab, Db.
- II.7 The percussion student will perform The Thirteen Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.
- II.8 The wind/percussion student will perform a chromatic scale, ascending and descending, in eighth notes.
- II.9 The student will use dynamic contrast and technical skills as a means of expression (vibrato, alternate fingerings, trills, grace notes, multiple mallet and auxiliary instrument techniques, technique on two timpani).
- II.10 The students will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification in materials being studied.
- II.12 The student will sight read music of varying levels of difficulty.
- II.13 The student will sing a part while other students sing or play contrasting parts
- II.14 The students will perform music from a variety of cultures, styles, and historical periods.
- II.15 The student will embellish a folk song by creating rhythmic and melodic variations.
- II.16 The student will compose an eight measure melody using available technology within teacher specified parameters.
- II.17 The student will demonstrate a knowledge of the instrument being studied (identifying minor problems and repairing them with teacher guidance).
- II.18 The students will identify and count rhythms patterns from instructional materials using an established rhythm-reading system.
- II.19 The student will evaluate individual and group performance by offering suggestions for improvement.
- II.20 The student will identify career options in music.
- II.21 The students will identify, define, and apply music terms and symbols encountered in the material being studied.
- II.22 The student will demonstrate behaviors that result in increased music learning through a variety of music activities. (regular attendance with required materials, completion of practice assignments, participation in class and performance, participation in events that are cross-disciplinary or co-curricular, concert etiquette as a performer and a listener.
- II.23 The student will describe concepts common to music and other disciplines.
- II.24 The student will discuss cultures, styles, composers, and historical periods from materials being studied.

Curriculum Guide

Intermediate Band (7-8)



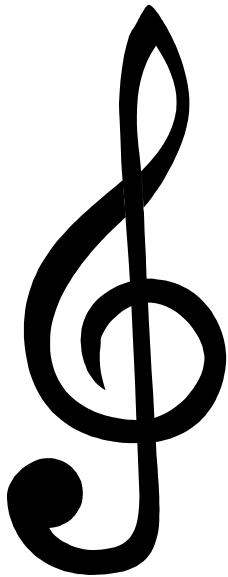
Intermediate Band (7-8)

Content Outline

Topic	SOLs	Suggested Time Frame
I. MUSICAL SKILLS A. Knowing the Instrument B. Notes C. Rhythms	II.1, II.2, II.3, II.4, II.17, II.18, II.21	4 weeks/ Ongoing
II. MUSICAL TECHNIQUE A. Tuning B. Sight Reading C. Scales/Rudiments D. Expanded Notes and Rhythms	II.3, II.6, II.7, II.8, II.12, II.18, II.21	Ongoing
III. ELEMENTS OF MUSIC A. Articulation B. Dynamics C. Phrasing D. Ensemble Performance	II.5, II.9, II.10, II.11, II.19, II.22	Ongoing
IV. MUSICAL EXPLORATION A. Creating Music B. Careers C. Cultural/Interdisciplinary Connections D. History/Theory	II.13, II.14, II.15, II.16, II.20, II.23, II.24,	Ongoing

Curriculum Guide

Advanced Band (7-8)

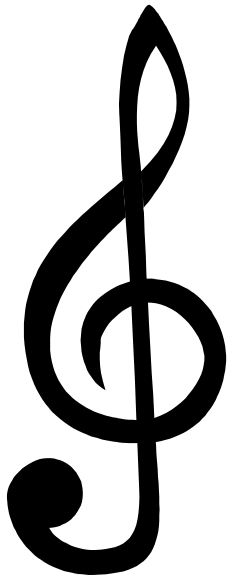


Advanced Band (7-8)

Content Outline

Topic	SOLs	Suggested Time Frame
I. MUSICAL SKILLS A. Instrument Knowledge B. Notes C. Rhythms	IAD.1, IAD.2, IAD.4, IAD.17, IAD.18, IAD.20	Ongoing
II. MUSICAL TECHNIQUE A. Instrument Tuning B. Sight Reading Strategies C. Scales/Rudiments D. Expressive Elements	II.5, II.6, II.8, IAD.3, IAD.9, IAD.10, IAD.12	Ongoing
III. PERFORMANCE A. Ensemble Skills B. Rehearsal Procedures C. Performance Opportunities D. Concert Etiquette	II.22, IAD.11, IAD.14, IAD.19	Ongoing
IV. MUSICAL KNOWLEDGE A. Creating Music B. Careers C. Cultural/Interdisciplinary Connections D. History/Theory	II.15, II.16, IAD.13, IAD.20, IAD.23, IAD.24	Ongoing

Curriculum Guide



Chorus – Sixth Grade Content Outline

Topic	SOLs	Suggested Time Frame
I. Beginning Musical Skills A. Introduction to Music Theory <ul style="list-style-type: none"> i. Note Names ii. Rhythms iii. Time Signatures B. Introduction to vocal development <ul style="list-style-type: none"> i. Pitch Matching ii. Breathing and posture C. Use of movement and body <ul style="list-style-type: none"> i. Basic conducting patterns and gestures 	CB.1, CB.6, CB.7, CB.9, CB.13	4 weeks/ ongoing
II. Building Musical Technique A. Expanded notes and rhythms B. Vocal exercises to expand vocal development <ul style="list-style-type: none"> i. Consonants ii. Vowel Placement iii. Breath control iv. Maintaining pitch v. Tone vi. Improvisation 	CB.1, CB.2, CB.3, CB.5, CB.6, CB.8, CB.9	Ongoing
III. Choral singing and individual vocal technique A. Intonation B. Voice anatomy C. Care of the Voice D. Recognizing and maintaining melody and harmony E. Recognizing unison versus multiple part singing F. Basic sight-reading incorporating all elements learned	CB.1, CB.2, CB.5, CB.6, CB.10, CB.14	Ongoing
IV. Expressive/Performance Elements A. Articulations B. Dynamics C. Phrasing D. Tempos E. Performance and audience etiquette F. Repertoire G. Rehearsal techniques <ul style="list-style-type: none"> i. Goal Setting H. Individual and group assessment techniques I. Communication of text	CB.2, CB.3, CB.4, CB.5, CB.6, CB.11, CB.12, CB.14	Ongoing

Topic	SOLs	Suggested Time Frame
<ul style="list-style-type: none"> V. Musical Knowledge <ul style="list-style-type: none"> A. Careers in music B. Creating a musical experience C. Cultural/Interdisciplinary relationships D. Basic Music History and form in relation to the music being taught E. Exposure to a variety of musical styles and genres <ul style="list-style-type: none"> i. Classical ii. Foreign Languages iii. Musical theatre iv. Contemporary v. Jazz F. Accurate use of musical vocabulary G. Evaluating professional and personal performances through listening to and viewing recorded or live performances 	CB.7, CB.9, CB.10, CB.11, CB.12, CB.13, CB.14	Ongoing

Performance and Production

- CB.1 The student will
 demonstrate proper posture and breathing techniques to support vocal production.
 identify vocal anatomy, including the function of the diaphragm and larynx in singing.
 use breathing techniques to support vocal production.
 demonstrate the operation of the vocal mechanism.
 sing with a free and clear tone, using accurate intonation.
1. Sing developmentally appropriate vocal exercises.
 2. Perform assigned vocal parts in repertoire accurately.
- CB.3 The student will sing with purity of vowels and clarity of consonants.
1. Produce pure vowel sounds—ah, eh, ee, oh, and oo.
 2. Articulate consonant sounds.
- CB.4 The student will perform dynamics and tempos as indicated by markings in the score in both solo and ensemble singing.
1. Apply dynamic markings, including *p*, *mp*, *mf*, *f*, *crescendo*, *decrescendo*.
 2. Apply tempo markings, including *allegro*, *andante*, and *lento*.
- CB.5 The student will perform an assigned vocal part in unison and in simple harmony.
1. Sing at least three of the following: rounds, canons, descants, partner songs.
 2. Sing literature in two-part harmony.
 3. Sing literature with and without instrumental accompaniment.
- CB.6 The student will respond to basic conducting gestures.
- CB.7 The student will respond to music through movement.
1. Use movement to illustrate contrasting styles of music.
 2. Use body percussion to practice and perform rhythms.
- CB.8 The student will improvise short melodic and rhythmic patterns in response to aural prompts.
1. Improvise “responses” in a style similar to given rhythmic and melodic phrases.
 2. Use multimedia applications in creating original music.

Cultural Context and Music Theory

- CB.9 The student will read and write basic music notation.
1. Identify notes and rests (eighth, quarter, half, whole), basic symbols, and terms.
 2. Analyze and sight-read simple four-measure phrases, using a symbol system.
 3. Read and write rhythmic patterns in simple meter at various tempos.
 4. Utilize available technology and related software.
- CB.10 The student will identify simple musical forms.
1. Identify similar and contrasting phrases.
 2. Recognize visually and aurally AB and ABA forms.
- CB.11 The student will study selections that represent various historical, stylistic, and cultural contexts of choral music.
1. Compare and contrast the functions of vocal/choral music in various cultures.

2. Identify distinguishing characteristics of representative choral music from a variety of cultures.
3. Classify an exemplary vocal/choral work by historical period, composer, and title.

Judgment and Criticism

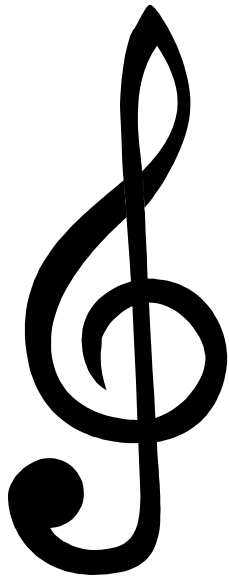
- CB.12 The student will apply choral techniques and musicianship in the evaluation of music performances.
1. Provide answers to questions regarding criteria for evaluating vocal/choral performances and compositions.
 2. Develop and apply criteria for evaluating vocal/choral performances.

Aesthetics

- CB.13 The student will compare music to the other fine arts.
1. Identify common elements and descriptive terms used in music with those used in the dance arts, theatre arts, and visual arts.
 2. Identify careers in music.
- CB.14 The student will demonstrate an awareness of the collaborative nature of the choral art.
1. Contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.

Curriculum Guide

Chorus A (7-8)



Seventh and Eighth Grade Chorus A Content Outline

Topic	SOLs	Suggested Time Frame
I. Beginning/Intermediate Musical Skills	CB.1, CB.6,	4 weeks/ ongoing
A. Review of Music Theory	CB.7, CB.9,	
i. Note Names	CB.13	
ii. Accidentals, Sharps, Flats, and Naturals	CI.1, CI.6,	
iii. Rhythms	CI.7, CI.9,	
iv. Time Signatures	CI.13	
v. Key Signatures		
B. Review of vocal development		
i. Pitch Matching		
ii. Breathing and posture		
C. Use of movement and body		
i. Basic conducting patterns and gestures		
II. Building Musical Technique	CI.1, CI.2,	Ongoing
A. Expanded notes and rhythms	CI.3, CI.5,	
B. Vocal exercises to expand vocal development	CI.6, CI.8,	
i. Consonants (Voiced and Unvoiced)	CI.9	
ii. Vowel Placement		
iii. Breath control		
iv. Maintaining pitch		
v. Tone and Clarity		
vi. Improvisation		
III. Choral singing and individual vocal technique	CB.1, CI.1,	Ongoing
A. Intonation	CI.2, CI.5,	
B. Voice anatomy (Review)	CI.6, CI.10,	
C. Care of the Voice (Review)	CI.14	
D. Recognizing and maintaining melody and harmony		
E. Recognizing and maintaining 2-3 part singing		
F. Understanding differences and similarities between Soprano, Alto, and Baritone voice parts		
G. Intermediate sight-reading incorporating all elements learned		
IV. Expressive/Performance Elements	CI.2, CI.3,	Ongoing
D. Articulations	CI.4, CI.5,	
E. Dynamics	CI.6, CI.11,	
F. Tempos and Phrasing	CI.12, CI.14	
G. Performance and audience etiquette		
H. Repertoire		
I. Rehearsal techniques and Goal Setting		
J. Individual and group assessment techniques		
K. Communication of text		

	Topic	SOLs	Suggested Time Frame
V.	<p>Musical Knowledge</p> <ul style="list-style-type: none"> A. Careers in music B. Creating a musical experience C. Cultural/Interdisciplinary relationships D. Music History and form in relation to the music being taught E. Exposure to a variety of musical styles and genres F. Classical G. Foreign Languages H. Musical theatre I. Contemporary J. Jazz K. Accurate use of musical terms with an expanded vocabulary L. Evaluating professional and personal performances through listening to and viewing recorded or live performances 	CI.7, CI.9, CI.10, CI.11, CI.12, CI.13, CI.14	Ongoing

Performance and Production

- CI.1 The student will demonstrate proper posture and breathing techniques to support vocal production.
1. Demonstrate a consistent application of proper breath control.
 2. Demonstrate a consistent application of proper singing posture.
 3. Demonstrate knowledge of vocal anatomy through vocal production.
- CI.2 The student will sing with a free and clear tone, using accurate intonation.
1. Identify the basic components of the phonation process as they relate to vocal production.
 2. Use vocalizes to develop desired tone and intonation.
- CI.3 The student will sing with purity of vowels and clarity of consonants.
1. Produce pure vowels—ah, eh, ee, oh, and oo—across the vocal range.
 2. Identify and articulate consonants, with emphasis on beginning and final consonants.
- CI.4 The student will use dynamics, tempo, blend, and balance in a group performance.
1. Apply dynamic markings, including *pp*, *p*, *mp*, *mf*, *f*, *ff*, *crescendo*, *decrescendo*.
 2. Respond to conducting prompts regarding blend and balance.
- CI.5 The student will sing music written in three or more parts.
1. Maintain voice part in small ensemble.
 2. Sight-read four-measure phrases, using a symbol system.
 3. Sing with and without instrumental accompaniment.
- CI.6 The student will respond to conducting patterns and interpretive gestures.
1. Demonstrate and respond to basic conducting patterns of one, two, three, and four beats.
 2. Demonstrate and respond to expressive conducting gestures as they relate to style and interpretation.
- CI.7 The student will respond to music through movement.
1. Create movement to illustrate diverse styles of music.
 2. Design body percussion for rhythm studies.
- CI.8 The student will improvise within limited parameters.
1. Improvise short rhythmic and melodic phrases.
 2. Create vocal harmony to a given melody.
 3. Use available multimedia applications and technology in creating original music.

Cultural Context and Music Theory

- CI.9 The student will read and write music notation.
1. Identify dotted notes and rests, sixteenth notes and rests, basic symbols, and terms.
 2. Perform harmonic analysis of eight-measure phrases.
 3. Read and write rhythmic patterns in simple and compound meters and various tempos.
 4. Use available technology and related software.
- CI.10 The student will identify musical forms and textures.

1. Identify monophonic, homophonic, and polyphonic textures.
2. Recognize and perform music in various forms, including AB, ABA, and strophic.

CI.11 The student will study and perform selections representing diverse historical periods, styles, and cultures.

1. Describe distinguishing characteristics of representative vocal/choral music from a variety of historical periods and cultures.
2. Compare and contrast the functions of vocal/choral music in various cultures.
3. Associate an exemplary vocal/choral work with its historical period, composer, and title.

Judgment and Criticism

CI.12 The student will use choral techniques and musicianship in the evaluation of music performances.

1. Formulate questions related to criteria for self-evaluation of vocal/choral performances.
2. Design a rubric for the evaluation of individual and group performances.

Aesthetics

CI.13 The student will investigate the relationship of music to the other fine arts and to disciplines outside the arts.

1. Identify characteristics of various arts from a particular historical period and from various cultures, using common elements and characteristic terms.
2. Research careers in music as related to the other fine arts.

CI.14 The student will demonstrate an awareness of the collaborative nature of the choral art.

1. Contribute to the success of the ensemble.
2. Demonstrate concert etiquette as a performer and listener.

Performance and Production

- CI.1 The student will demonstrate proper posture and breathing techniques to support vocal production.
1. Demonstrate a consistent application of proper breath control.
 2. Demonstrate a consistent application of proper singing posture.
 3. Demonstrate knowledge of vocal anatomy through vocal production.
- CI.2 The student will sing with a free and clear tone, using accurate intonation.
1. Identify the basic components of the phonation process as they relate to vocal production.
 2. Use vocalizes to develop desired tone and intonation.
- CI.3 The student will sing with purity of vowels and clarity of consonants.
1. Produce pure vowels—ah, eh, ee, oh, and oo—across the vocal range.
 2. Identify and articulate consonants, with emphasis on beginning and final consonants.
- CI.4 The student will use dynamics, tempo, blend, and balance in a group performance.
1. Apply dynamic markings, including *pp*, *p*, *mp*, *mf*, *f*, *ff*, *crescendo*, *decrescendo*.
 2. Respond to conducting prompts regarding blend and balance.
- CI.5 The student will sing music written in three or more parts.
1. Maintain voice part in small ensemble.
 2. Sight-read four-measure phrases, using a symbol system.
 3. Sing with and without instrumental accompaniment.
- CI.6 The student will respond to conducting patterns and interpretive gestures.
1. Demonstrate and respond to basic conducting patterns of one, two, three, and four beats.
 2. Demonstrate and respond to expressive conducting gestures as they relate to style and interpretation.
- CI.7 The student will respond to music through movement.
1. Create movement to illustrate diverse styles of music.
 2. Design body percussion for rhythm studies.
- CI.8 The student will improvise within limited parameters.
1. Improvise short rhythmic and melodic phrases.
 2. Create vocal harmony to a given melody.
 3. Use available multimedia applications and technology in creating original music.

Cultural Context and Music Theory

- CI.9 The student will read and write music notation.
1. Identify dotted notes and rests, sixteenth notes and rests, basic symbols, and terms.
 2. Perform harmonic analysis of eight-measure phrases.
 3. Read and write rhythmic patterns in simple and compound meters and various tempos.
 4. Use available technology and related software.
- CI.10 The student will identify musical forms and textures.

1. Identify monophonic, homophonic, and polyphonic textures.
2. Recognize and perform music in various forms, including AB, ABA, and strophic.

CI.11 The student will study and perform selections representing diverse historical periods, styles, and cultures.

1. Describe distinguishing characteristics of representative vocal/choral music from a variety of historical periods and cultures.
2. Compare and contrast the functions of vocal/choral music in various cultures.
3. Associate an exemplary vocal/choral work with its historical period, composer, and title.

Judgment and Criticism

CI.12 The student will use choral techniques and musicianship in the evaluation of music performances.

1. Formulate questions related to criteria for self-evaluation of vocal/choral performances.
2. Design a rubric for the evaluation of individual and group performances.

Aesthetics

CI.13 The student will investigate the relationship of music to the other fine arts and to disciplines outside the arts.

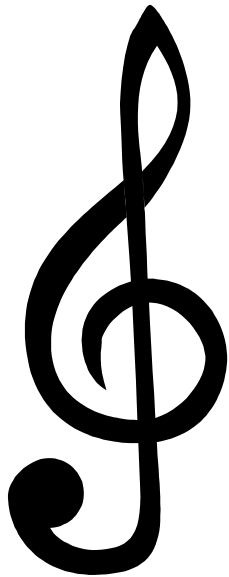
1. Identify characteristics of various arts from a particular historical period and from various cultures, using common elements and characteristic terms.
2. Research careers in music as related to the other fine arts.

CI.14 The student will demonstrate an awareness of the collaborative nature of the choral art.

1. Contribute to the success of the ensemble.
2. Demonstrate concert etiquette as a performer and listener.

Curriculum Guide

Chorus B (7-8)



Seventh and Eighth-Grade - Chorus B
Content Outline

Topic	SOLs	Suggested Time Frame
I. Developing Musical Skills A. Continuation of Music Theory i. Note Names ii. Rhythms iii. Accidentals, Sharps, Flats, & Naturals iv. Time Signatures v. Key Signatures (Major and Minor) B. Continuation of vocal development i. Pitch Matching ii. Breathing and posture C. Use of movement and body i. Conducting patterns and gestures	CI.1, CI.6, CI.7, CI.9, CI.13 CAD.1, CAD.6, CAD.7, CAD.9, CAD.13	4 weeks/ ongoing
II. Building Musical Technique A. Expanded notes and rhythms B. Vocal exercises to expand vocal development i. Consonants (Voiced and Unvoiced) ii. Vowel Placement iii. Breath control iv. Maintaining pitch v. Tone and Clarity vi. Improvisation	CI.1, CI.2, CI.3, CI.5, CI.6, CI.8, CI.9 CAD.1, CAD.2, CAD.3, CI.5, CAD.6, CAD.8, CAD.9	Ongoing
III. Choral singing and individual vocal technique A. Intonation B. Voice anatomy (Review) C. Care of the Voice (Review) D. Recognizing and maintaining melody and harmony E. Recognizing and maintaining 3- and 4- part singing F. Understanding differences and similarities between Soprano, Alto, and Baritone voice parts (dividing into Soprano 1 and 2 or Tenor and Bass) G. Basic sight-reading incorporating all elements learned	CB.1, CI.1, CI.2, CI.5, CI.6, CI.10, CI.14 CAD.1, CAD.2, CAD.5, CAD.6, CAD.10, CAD.14	Ongoing
IV. Expressive/Performance Elements A. Articulations B. Dynamics C. Tempos and Phrasing D. Performance and audience etiquette E. Repertoire F. Rehearsal techniques and Goal Setting G. Individual and group assessment techniques H. Communication of text	CI.2, CI.3, CI.4, CI.5, CI.6, CI.11, CI.12, CI.14 CAD.2, CAD.3, CAD.4, CAD.5, CAD.6, CAD.11 , CAD.12, CAD.14, CAD.16	Ongoing

Seventh and Eighth-Grade - Chorus B
Content Outline

Topic	SOLs	Suggested Time Frame
V. Musical Knowledge A. Careers in music B. Creating a musical experience C. Cultural/Interdisciplinary relationships D. Music History and form in relation to the music being taught E. Exposure to a variety of musical styles and genres F. Classical G. Foreign Languages H. Musical theatre I. Contemporary J. Jazz K. Accurate use of musical terms with an expanded vocabulary L. Evaluating professional and personal performances through listening to and viewing recorded or live performances	CI.7, CI.9, CI.10, CI.11, CI.12, CI.13, CI.14 CAD.7, CAD.9, CAD.10, CAD.11, CAD.12, CAD.13, CAD.14, CAD.15	Ongoing

Seventh and Eighth-Grade - Chorus B
Content Outline

Performance and Production

- CI.1 The student will demonstrate proper posture and breathing techniques to support vocal production.
1. Demonstrate a consistent application of proper breath control.
 2. Demonstrate a consistent application of proper singing posture.
 3. Demonstrate knowledge of vocal anatomy through vocal production.
- CI.2 The student will sing with a free and clear tone, using accurate intonation.
1. Identify the basic components of the phonation process as they relate to vocal production.
 2. Use vocalises to develop desired tone and intonation.
- CI.3 The student will sing with purity of vowels and clarity of consonants.
1. Produce pure vowels—ah, eh, ee, oh, and oo—across the vocal range.
 2. Identify and articulate consonants, with emphasis on beginning and final consonants.
- CI.4 The student will use dynamics, tempo, blend, and balance in a group performance.
1. Apply dynamic markings, including *pp*, *p*, *mp*, *mf*, *f*, *ff*, *crescendo*, *decrescendo*.
 2. Respond to conducting prompts regarding blend and balance.
- CI.5 The student will sing music written in three or more parts.
1. Maintain voice part in small ensemble.
 2. Sight-read four-measure phrases, using a symbol system.
 3. Sing with and without instrumental accompaniment.
- CI.6 The student will respond to conducting patterns and interpretive gestures.
1. Demonstrate and respond to basic conducting patterns of one, two, three, and four beats.
 2. Demonstrate and respond to expressive conducting gestures as they relate to style and interpretation.
- CI.7 The student will respond to music through movement.
1. Create movement to illustrate diverse styles of music.
 2. Design body percussion for rhythm studies.
- CI.8 The student will improvise within limited parameters.
1. Improvise short rhythmic and melodic phrases.
 2. Create vocal harmony to a given melody.
 3. Use available multimedia applications and technology in creating original music.

Cultural Context and Music Theory

- CI.9 The student will read and write music notation.
1. Identify dotted notes and rests, sixteenth notes and rests, basic symbols, and terms.
 2. Perform harmonic analysis of eight-measure phrases.
 3. Read and write rhythmic patterns in simple and compound meters and various tempos.

Seventh and Eighth-Grade - Chorus B Content Outline

4. Use available technology and related software.

CI.10 The student will identify musical forms and textures.

1. Identify monophonic, homophonic, and polyphonic textures.
2. Recognize and perform music in various forms, including AB, ABA, and strophic.

CI.11 The student will study and perform selections representing diverse historical periods, styles, and cultures.

1. Describe distinguishing characteristics of representative vocal/choral music from a variety of historical periods and cultures.
2. Compare and contrast the functions of vocal/choral music in various cultures.
3. Associate an exemplary vocal/choral work with its historical period, composer, and title.

Judgment and Criticism

CI.12 The student will use choral techniques and musicianship in the evaluation of music performances.

1. Formulate questions related to criteria for self-evaluation of vocal/choral performances.
2. Design a rubric for the evaluation of individual and group performances.

Aesthetics

CI.13 The student will investigate the relationship of music to the other fine arts and to disciplines outside the arts.

1. Identify characteristics of various arts from a particular historical period and from various cultures, using common elements and characteristic terms.
2. Research careers in music as related to the other fine arts.

CI.14 The student will demonstrate an awareness of the collaborative nature of the choral art.

1. Contribute to the success of the ensemble.
2. Demonstrate concert etiquette as a performer and listener.

Vocal/Choral Music: Advanced Level (CAD designation)

The Advanced Level student will continue to acquire proficiency in ensemble singing and will begin to develop competency in individual performance. Singing with refined expressive qualities, the student will perform vocal/choral selections and sight-reading material of increased levels of difficulty. Students will demonstrate expanded abilities in performance, creativity, and analytical investigation and will gain experiential knowledge of leadership and evaluative skills in group and individual settings. Opportunities are continued for students to explore the relationship between music and other disciplines.

Performance and Production

CAD.1 The student will demonstrate proper vocal technique as applied to advanced literature.

1. Consistently demonstrate proper vocal production.
2. Consistently demonstrate knowledge of vocal anatomy.
3. Consistently apply proper vocal technique in control of dynamics and articulation.

Seventh and Eighth-Grade - Chorus B
Content Outline

4. Exhibit increased ability to use efficient and effective breathing techniques.

CAD.2 The student will consistently perform with accurate intonation in solo and ensemble singing.

1. Perform vocalises to achieve consistent and accurate intonation.
2. Apply aural skills to adjust individual intonation within the ensemble.

CAD.3 The student will sing with purity of vowels and clarity of consonants.

1. Demonstrate the difference between voiced and unvoiced consonants.
2. Demonstrate the use of vowel placement to adjust tone.
3. Demonstrate the difference between pure vowels and diphthongs.

CAD.4 The student will sing in a manner reflecting the expressive qualities of music in rehearsal and performance.

1. Interpret mood, tempo, dynamics, and tone color in performance.
2. Demonstrate blending vocal timbres and matching dynamic levels.
3. Sing with expressive phrasing.

CAD.5 The student will perform music written in four or more parts with and without accompaniment.

1. Sing in small ensembles with one student voice on a part.
2. Perform music with traditional and nontraditional harmonies.

CAD.6 The student will respond to various conducting patterns and interpretive gestures.

1. Respond to conducting patterns for changing and mixed meters.
2. Demonstrate conducting patterns in duple, triple, and compound meters.

CAD.7 The student will sing independently.

1. Demonstrate audition skills.
2. Demonstrate memorization skills.
3. Perform a song and/or a vocal part alone.

CAD.8 The student will respond to music through movement.

CAD.9 The student will read and write notation.

1. Use a symbol system to sight-read melodic lines in major keys.
2. Read and write rhythmic and melodic notation.
3. Sight-read an individual voice part in a vocal score.
4. Use available technology and related software.

CAD.10 The student will create music through composing, improvising, and arranging.

1. Create harmonies to a given melody.
2. Improvise a simple melody vocally.
3. Create arrangements of known melodies.
4. Use available multimedia applications and technology.

CAD.11 The student will identify various compositional methods, including fugue, word painting, modulation, and aleatory music, encountered in the music being studied.

Seventh and Eighth-Grade - Chorus B
Content Outline

CAD.12 The student will study and sing selections representing various historical periods, styles, and cultures, including selections in a variety of foreign languages.

Judgment and Criticism

CAD.13 The student will evaluate music performances.

1. Evaluate and offer constructive suggestions for improvement of personal and group performances.
2. Articulate musical preferences through the use of music terminology.

CAD.14 The student will make informed decisions as a consumer of music.

1. Identify opportunities to participate in vocal/choral ensembles in the community.
2. Demonstrate knowledge of opportunities for attendance at professional and community concerts.

Aesthetics

CAD.15 The student will discuss the relationship between music and the other fine arts and between music and disciplines outside the arts.

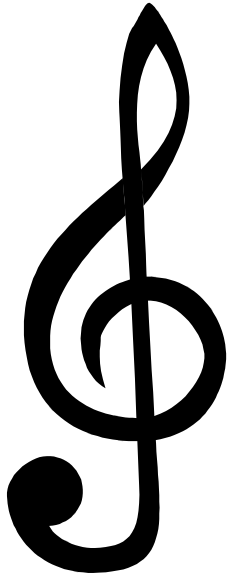
1. Name and describe the correlation between vocal/choral music and other disciplines.
2. Research the responsibilities of careers in music as related to the other fine arts.

CAD.16 The student will identify the collaborative nature of the choral art.

1. Contribute to the success of the ensemble.
2. Demonstrate concert etiquette as a performer and listener.

Curriculum Guide

Chorus I



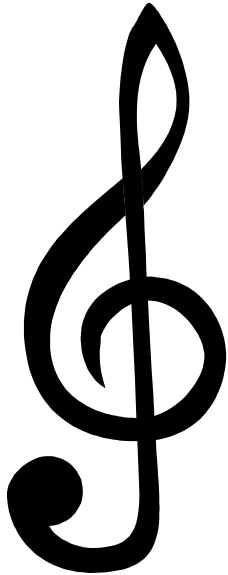
Chorus I

Content Outline

Topic	SOLs	Suggested Time Frame
I. MUSICIANSHIP SKILLS A. Elements of Music B. Application of Skills C. Piano Keyboard D. Simple Intervallic Relationships	CB.8, CB.9, CB.10	30 blocks/ 60 single periods
II. VOCAL DEVELOPMENT IN A CHORAL SETTING A. Voice Placement B. Vocal Range and Breathing Techniques C. Expressive Singing with Accurate Intonation D. Movement and Basic Choreography	CB.1, CB.2, CB.3, CB.4, CB.6, CB.7	30 blocks/ 60 single periods
III. CONTRIBUTING MEMBER OF A CHORAL ORGANIZATION A. Rehearsal Procedures B. Following Parts in Octavo Music C. Opportunities at District Events D. Maintenance of Music, Music Folder and Performance Attire	CB.5, CB.13	15 blocks/ 30 single periods
IV. PERFORMANCE A. Responsibilities B. Listening Skills C. Critiques and Evaluations D. Stage Presence	CB.11, CB.12, CB.14	15 blocks/ 30 single periods

Curriculum Guide

Chorus II



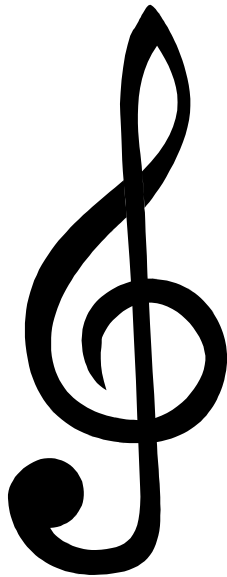
Chorus II

Content Outline

Topic	SOLs	Suggested Time Frame
I. MUSICIANSHIP SKILLS A. Elements of Music B. Application of Skills C. Piano Keyboard D. Simple Intervallic Relationships	CI.8, CI.9, CI.10	30 blocks/ 60 single periods
II. VOCAL DEVELOPMENT IN A CHORAL SETTING A. Vocal Placement B. Vocal Range and Breathing Techniques C. Expressive Singing with Accurate Intonation D. Movement and Basic Choreography	CI.1, CI.2, CI.3, CI.4, CI.5, CI.6, CI.7	30 blocks/ 60 single periods
III. CONTRIBUTING MEMBER OF A CHORAL ORGANIZATION A. Rehearsal Procedures B. Following Parts in Octavo Music C. Opportunities at District Events D. Maintenance of Music, Music Folder and Performance Attire	CI.5, CI.13	15 blocks/ 30 single periods
IV. PERFORMANCE A. Responsibilities B. Listening Skills C. Critiques and Evaluations D. Stage Presence	CI.11, CI.12, CI.14	15 blocks/ 30 single periods

Curriculum Guide

Small Vocal Ensemble I



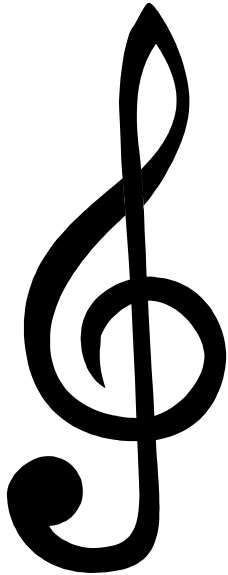
Small Vocal Ensemble I

Content Outline

Topic	SOLs	Suggested Time Frame
I. MUSICIANSHIP SKILLS	CAD.6, CAD.8,	22 blocks/
A. Elements of Music	CAD.9,	44 single periods
B. Application of Skills	CAD.10,	
C. Advanced Intervallic Relationships	CAD.11	
II. VOCAL DEVELOPMENT	CAD.1,	22 blocks/
A. Vocal Placement	CAD.2,	44 single periods
B. Vocal Range and Breathing Techniques	CAD.3	
C. Expressive Singing with Accurate Intonation		
D. Movement and Advanced Choreography		
III. CONTRIBUTING MEMBER OF A CHORAL ORGANIZATION	CAD.4,	23 blocks/
A. Rehearsal Procedures	CAD.5,	46 single periods
B. Development of a Music Portfolio	CAD.7,	
C. Opportunities for District, State, and National Events	CAD.13,	
D. Leadership Expectations	CAD.15	
IV. INTERDISCIPLINARY RELATIONSHIPS	CAD.12,	23 blocks/
A. Responsibilities	CAD.14,	46 single periods
B. Listening Skills	CAD.16	
C. Critique and Evaluate		
D. Compare and Contrast		

Curriculum Guide

Small Vocal Ensemble II



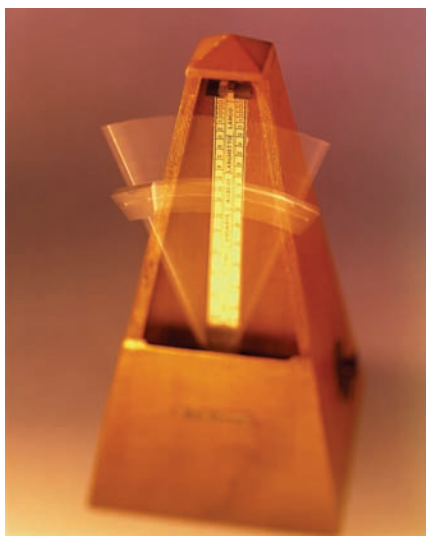
Small Vocal Ensemble II

Content Outline

Topic	SOLs	Suggested Time Frame
I. MUSICIANSHIP SKILLS	CAR.6, CAR.8,	30 blocks/
A. Elements of Music	CAR.9,	60 single periods
B. Application of Skills	CAR.10,	
C. Advanced Intervallic Relationships	CAR.11	
II. VOCAL DEVELOPMENT	CAR.1, CAR.2,	30 blocks/
A. Vocal Placement	CAR.3, CAR.4,	60 single periods
B. Vocal Range and Breathing Techniques	CAR.9	
C. Expressive Singing with Accurate Intonation		
D. Movement and Advanced Choreography		
III. CONTRIBUTING MEMBER OF A CHORAL ORGANIZATION	CAR.2, CAR.4,	15 blocks/
A. Rehearsal Procedures	CAR.5, CAR.7,	30 single periods
B. Development of a Music Portfolio	CAR.13,	
C. Opportunities for District, State, and National Events	CAR.15	
D. Advanced Leadership Expectations		
IV. THE MUSICAL COMMUNITY	CAR.12,	15 blocks/
A. Responsibilities	CAR.14,	30 single periods
B. Listening Skills	CAR.16	
C. Critique and Evaluate		
D. Compare and Contrast		

Curriculum Guide

Music Theory



Curriculum Guide

Music Appreciation



York County School Division
Curriculum Guide

Musical Stage Productions



Revised: 11.10.2010



**Musical Stage Productions
Content Outline and Pacing Guide**

Quarter	2009 SOL #	Topic	Suggested Timeframe
1	Cl.1, 3, 4, 6, 7, 9, 12, 13, 14	Beginning/Intermediate Musical Skills A. Review of Music Theory B. Vocal development C. Use of movement and body	2 weeks/ Ongoing
	Cl.1, 3, 4, 6, 7, 9, 12, 13, 14	Building Musical Technique A. Expanded notes and rhythms B. Vocal exercises to expand vocal development	2 Weeks/ Ongoing
	Cl.1, Cl.3, Cl.4, Cl.6, Cl.7, Cl.9, Cl.12, Cl.13, Cl.14	Choral Singing and Individual Vocal Technique A. Intonation B. Voice anatomy (Review) C. Care of the Voice (Review) D. Recognizing and maintaining melody and harmony E. Recognizing and maintaining 2-3 part singing F. Understanding differences and similarities between Soprano, Alto, and Baritone voice parts G. Intermediate sight-reading incorporating all elements learned H. Expressive/Performance Elements I. Articulations	3 Weeks/ Ongoing
	Cl.1, Cl.3, Cl.4, Cl.6, Cl.7, Cl.9, Cl.12, Cl.13, Cl.14, M.1, M.3	Expressive/Performance Elements A. Vocal articulation B. Dynamics (speaking and singing) C. Tempos and Phrasing D. Performance etiquette E. Rehearsal techniques and Goal Setting F. Individual and group assessment techniques G. Communication of text	2 Weeks/ Ongoing



The York County School Division Curriculum Guide

Subject: Musical Stage Productions

2	M.1, M.3, M.8, M.9, M.10, M.11	Basic Acting Skills A. Vocal Projection and Articulation B. Body Language C. Blocking D. Characterization	3 Weeks/ Ongoing
	M.1, M.3, M.8, M.9, M.10, M.11	Play Interpretation A. Elements of Plot B. Reading a Script C. Interpreting a Character, Plot or Theme D. Terminology	2 Weeks/ Ongoing
	M.1, M.3, M.8, M.9, M.10, M.11	Introduction to Production Element A. Backstage Etiquette and Safety B. Properties C. Costumes D. Scenery E. Relationship Between Performance and Rehearsal	2 Weeks/ Ongoing
	M.1, M.3, M.8, M.9, M.10, M.11	Role of the Audience A. Audience Etiquette B. Responding to Performance C. Exploring Theatre in the Community D. Terminology	2 Weeks/ Ongoing

York County School Division
Curriculum Guide

Guitar



8-17-2011



Guitar
Content Outline

Quarter	2009 SOL #	Topic	Suggested Timeframe
1	IB.1 The student will demonstrate proper posture, embouchure, hand position, and playing position. IB.16 The student will demonstrate knowledge of the instrument being studied. 1. Identify instrumental parts. 2. Demonstrate proper care and maintenance. IB.3 The student will adjust intonation while playing an instrument.	Introduction to the Guitar Parts of the Guitar Diagram Holding the Guitar Left Hand Position Maintenance Stringing the Guitar Changing the Strings Changing Strings Website Fingernails Tuning/ Pitch Glossary	1-2 weeks
	IB.19 The student will read and notate music. 1. Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef. 2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter. 3. Identify, define, and demonstrate standard notation symbols for pitch,	Music Notation -Pitch -Rhythm -Tempo -Dynamics -Expression	4weeks



The York County School Curriculum Guide

Subject: Guitar

	<p>rhythm, dynamics, tempo, articulation, and expression.</p> <p>IB.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.</p> <p>IB.4 The student will maintain a steady tempo while performing materials being studied.</p> <p>IB.5 The student will use contrasting articulation.</p> <p>IB.9 The student will use dynamic contrast as a means of expression.</p>		
	<p>IB.19 The student will read and notate music.</p> <ol style="list-style-type: none">1. Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. <p>IB.2 The student will produce tones that are clear, free of tension,</p>	<p>Scales and Ensemble -Perform in first position -Major Scales -Chromatic Scale -Sight Reading -Ensemble -C, G7, G, and D7</p>	<p>3 weeks</p>



The York County School Curriculum Guide

Subject: Guitar

	<p>sustained, and unwavering in pitch.</p> <p>IB.4 The student will maintain a steady tempo while performing materials being studied.</p> <p>IB.5 The student will use contrasting articulation.</p> <p>IB.9 The student will use dynamic contrast as a means of expression.</p>		
			9 wks
2	<p>IB.19 The student will read and notate music.</p> <ol style="list-style-type: none"> 1. Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef. 2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter. 3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. <p>IB.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.</p> <p>IB.4 The student will maintain a</p>	<p>Scales and Ensemble -Perform in first position -Major Scales -Chromatic Scale -Sight Reading -Ensemble -C, G7, G, D7 -D, A7</p>	4 weeks



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Subject: Guitar

	<p>steady tempo while performing materials being studied.</p> <p>IB.5 The student will use contrasting articulation.</p> <p>IB.9 The student will use dynamic contrast as a means of expression.</p>		
	<p>IB.19 The student will read and notate music.</p> <ol style="list-style-type: none">1. Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. <p>IB.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.</p> <p>IB.4 The student will maintain a steady tempo while performing materials being studied.</p> <p>IB.5 The student will use contrasting articulation.</p>	<p>Scales and Ensemble -Perform in first position -Major Scales -Chromatic Scale -Sight Reading -Ensemble -C, G7, G, D7, D, A7 Am, Dm</p>	<p>4 Weeks</p>



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Subject: Guitar

	<p>IB.9 The student will use dynamic contrast as a means of expression.</p>		
	<p>IB.20 The student will identify career options in music.</p> <p>IB.21 The student will identify and analyze cultures, styles, composers, and historical periods from materials being studied.</p>	<p>Careers, History</p>	<p>1 Week</p>
			<p>9 wks</p>
<p>3</p>	<p>IB.19 The student will read and notate music.</p> <ol style="list-style-type: none"> 1. Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef. 2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter. 3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. <p>IB.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.</p> <p>IB.4 The student will maintain a</p>	<p>New notes & chords Composing on the guitar</p>	<p>4.5 Weeks</p>



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Subject: **Guitar**

	<p>steady tempo while performing materials being studied.</p> <p>IB.5 The student will use contrasting articulation.</p> <p>IB.9 The student will use dynamic contrast as a means of expression.</p> <p>IB.18 The student will compose a two-to four-measure melody, using available technology and teacher-specified rhythms and pitches.</p>		
	<p>IB.19 The student will read and notate music.</p> <ol style="list-style-type: none">1. Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. <p>IB.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.</p>	<p>Fingerstyle Guitar New chords</p>	<p>4.5 Weeks</p>



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	<p>IB.4 The student will maintain a steady tempo while performing materials being studied.</p> <p>IB.5 The student will use contrasting articulation.</p> <p>IB.9 The student will use dynamic contrast as a means of expression.</p> <p>IB.18 The student will compose a two-to four-measure melody, using available technology and teacher-specified rhythms and pitches.</p>		
			9 wks
4	<p>IB.19 The student will read and notate music.</p> <ol style="list-style-type: none"> 1. Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef. 2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter. 3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. <p>IB.2 The student will produce tones that are clear, free of tension,</p>	<p>Pentatonic Scales Improvising</p>	<p>4.5 Weeks</p>



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	<p>sustained, and unwavering in pitch.</p> <p>IB.4 The student will maintain a steady tempo while performing materials being studied.</p> <p>IB.5 The student will use contrasting articulation.</p> <p>IB.9 The student will use dynamic contrast as a means of expression.</p> <p>IB.18 The student will compose a two-to four-measure melody, using available technology and teacher-specified rhythms and pitches.</p>		
	<p>IB.19 The student will read and notate music.</p> <ol style="list-style-type: none">1. Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. <p>IB.2 The student will produce tones</p>	<p>Movable Power chords Palm Muting Composition</p>	<p>4.5 Weeks</p>



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	<p>that are clear, free of tension, sustained, and unwavering in pitch.</p> <p>IB.4 The student will maintain a steady tempo while performing materials being studied.</p> <p>IB.5 The student will use contrasting articulation.</p> <p>IB.9 The student will use dynamic contrast as a means of expression.</p> <p>IB.18 The student will compose a two-to four-measure melody, using available technology and teacher-specified rhythms and pitches.</p>		
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