

Washington West Supervisory Union

Music Curriculum

5/22/03

Introduction

The music curriculum in the Washington West Supervisory Union is based on the National Standards for Arts Education. The national standards were developed by the Consortium of National Arts Education Associations and have been adapted to meet the needs of our local programs. The Vermont Standards were reviewed and aligned with each of the national content standards. Historically, our school programs have varied significantly from school to school. It is the intent of this document to provide a framework that will articulate uniform expectations for elementary, middle, and high school programs, while continuing to allow schools to provide instruction in a variety of formats. *(Once the curriculum and assessment are adopted, it is the responsibility of each school to develop a plan for implementing this curriculum. The school's plan will articulate the school's vision for ensuring that its students meet the expectation listed in this curriculum.)* *not necessary*

Philosophy Statement

Music is a form of expression that plays a vital role in the mental, physical, emotional, and spiritual development of every person. The elements and concepts of music are melody, harmony, rhythm, form, tempo, dynamics, and tone color. These elements are the foundation of a comprehensive music education.

Music is a reflection of culture and serves as a vehicle for the understanding of diverse civilizations for ages past and generations to come. It speaks through a common language that transcends geographical and political boundaries and communicates feelings common to all.

Each child will be given the opportunity to develop his or her musical potential through positive experiences that will continue to enrich one's life.

Committee Members

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PreK-4th Grade Music Curriculum

Performing, creating, and responding to music are the fundamental music processes in which humans engage. Students, particularly in grades PreK-4, learn by doing. Singing, playing instruments, moving to music, and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Learning to read and notate music gives them a skill with which to explore music independently and with others. Listening to, analyzing, and evaluating music are important blocks of musical learning. Further, to participate fully in a diverse, global society, students must understand their own historical and cultural heritage and those within their communities and beyond. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music.

5th through 8th Grade Music Curriculum

The period represented by grades 5-8 is especially critical in students' musical development. Broad experience with a variety of music is necessary if students are to make informed musical judgments. Similarly, this breadth of background enables them to begin to understand the connections and relationships between music and other disciplines. By understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in communities that are increasingly multicultural. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and listening to music.

9th through 12th Grade Music Curriculum

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

The District Curriculum provides the foundation addressed in the course offerings through the National Standards (MENC), and is aligned through applicable Vermont Framework Standards. Assessments are identified by Content Standards rather than course offerings.

Section I: Curriculum

Content Standard 1

Sing, alone and with others, a varied repertoire of music.

VT Standards: 5.22, 5.28, 5.31, 5.32

PreK-4	5-8	9-12
<p><i>Goals & Benchmarks</i> Students:</p> <ul style="list-style-type: none"> a. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo b. sing expressively, with appropriate dynamics, phrasing, and interpretation c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures d. sing ostinatos, partner songs, and rounds e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor 	<p>Students:</p> <ul style="list-style-type: none"> a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles b. sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2-3, on a scale of 1-6; all songs are performed from memory c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed d. sing music written in two and three parts 	<p>Students:</p> <ul style="list-style-type: none"> a. sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 4, on a scale of 1-6 (<i>industry standard</i>) including some songs performed from memory b. sing music written in four or more parts with and without accompaniment c. demonstrate well-developed ensemble skills d. sing in small ensembles with one student a part
<p><i>Assessments</i></p> <ul style="list-style-type: none"> • Quarterly Recorded and In Class Testing (Group and Individual) • Community Performances • Informal Observations 	<ul style="list-style-type: none"> • Quarterly Recorded and In Class Testing (Group and Individual) • Departmental Performances • Departmental Recording Projects • Community Performances 	<ul style="list-style-type: none"> • Quarterly Recorded and In Class Testing (Group and Individual) – Using Vermont All State Rubric • Competitive Festival Auditions • Departmental Performances • Departmental Recording Projects • Community Performances

Content Standard 2

Perform on instruments, alone and with others, a varied repertoire of music.

VT Standards: 5.22, 5.28, 5.31, 5.32

PreK-4	5-8	9-12
<p><i>Goals & Benchmarks</i> Students:</p> <ul style="list-style-type: none"> a. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo b. perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments c. perform expressively a varied repertoire of music representing diverse genres and styles d. echo short rhythms and melodic patterns e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor f. perform independent instrumental parts while other students sing or play contrasting parts (e.g. simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords) 	<p>Students:</p> <ul style="list-style-type: none"> a. perform on at least one instrument (e.g. band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath support b. perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 2-3, on a scale of 1-6 c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed d. play by ear simple melodies on a melodic instrument 	<p>Students:</p> <ul style="list-style-type: none"> a. perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3-4, on a scale of 1-6 b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills c. perform in small ensembles with one student on a part
<p><i>Assessments</i></p> <ul style="list-style-type: none"> • Recorded and In Class Testing (Group and Individual) • Community Performances • Informal Observations 	<ul style="list-style-type: none"> • Recorded and In Class Testing (Group and Individual) • Departmental Performances • Departmental Recording Projects • Community Performances 	<ul style="list-style-type: none"> • Recorded and In Class Testing (Group and Individual) – Using Vermont All State Rubric • Competitive Festival Auditions • Departmental Performances • Departmental Recording Projects • Community Performances

Content Standard 3

Improvise melodies, variations, and accompaniments.

VT Standards: 5.24, 5.31, 5.32

PreK-4	5-8	9-12
<p><i>Goals & Benchmarks</i></p> <p>Students:</p> <ul style="list-style-type: none"> a. improvise answers in the same style to given rhythmic and melodic phrases b. improvise simple rhythmic and melodic ostinato accompaniments c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies d. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds, available in the classroom, body sounds, and sounds produced by electronic means (e.g. traditional sounds: voices, instruments; nontraditional sounds: paper tearing, pencil tapping; body sounds: hands clapping, fingers snapping; sounds produced by electronic means: personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines) 	<p>Students:</p> <ul style="list-style-type: none"> a. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys b. improvise short melodies over given rhythmic accompaniments, each in a consistent style, meter, and tonality 	<p>Students:</p> <ul style="list-style-type: none"> a. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys b. improvise original melodies over given chord progressions: each in a consistent style, meter, and tonality
<p><i>Assessments</i></p> <ul style="list-style-type: none"> • In Class Testing (Group and Individual) • Community Performances • Informal Observations 	<ul style="list-style-type: none"> • In Class Testing (Group and Individual) • Departmental Performances • Departmental Recording Projects • Community Performances 	<ul style="list-style-type: none"> • In Class Testing (Group and Individual) • Competitive Festival Auditions • Departmental Performances • Departmental Recording Projects • Community Performances

Content Standard 4

Compose and arrange music within specific guidelines.

VT Standards: 5.24, 5.28, 5.31, 5.32

PreK-4	5-8	9-12
<p><i>Goals & Benchmarks</i> Students: a. create and arrange music to accompany readings or dramatizations b. create and arrange short songs and instrumental pieces within specific guidelines (e.g. a particular style, form, instrumentation, compositional technique) c. use a variety of sound sources when composing</p>	<p>Students: a. compose short pieces within specified guidelines (e.g. a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance b. arrange simple pieces for voices or instruments other than those for which the pieces were written</p>	<p>Students: a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources</p>
<p><i>Assessments</i></p> <ul style="list-style-type: none"> Composition with specific guidelines 	<ul style="list-style-type: none"> Composition with specific guidelines 	<ul style="list-style-type: none"> Chapter Quiz/Tests (Spencer: The Practice of Harmony – Text) Recording Project (MIDI) Musical Instrument Digital Interface All State Composition Category

Content Standard 5

Read and notate music.

VT Standards: 5.24, 5.28, 5.31, 5.32

PreK-4	5-8	9-12
<p><i>Goals & Benchmarks</i> Students:</p> <ul style="list-style-type: none"> a. read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures b. use a system (<i>that is, syllables, numbers, or letters</i>) to read simple pitch notation in the treble clef in major keys c. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher 	<p>Students:</p> <ul style="list-style-type: none"> a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures b. read at sight simple melodies in both treble and bass clefs c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression d. use standard notation to record their musical ideas and the musical ideas of others e. sight-read, accurately and expressively, music with a level of difficulty of 2-3, on a scale of 1-6 	<p>Students:</p> <ul style="list-style-type: none"> a. sight read, accurately and expressively, music with the level of difficulty of 3, on a scale of 1-6 b. demonstrate the ability to read a full instrumental or vocal score by describing what and how the elements of music are used
<p><i>Assessments</i></p> <ul style="list-style-type: none"> • In Class Reading • In Class Testing (Group and Individual) 	<ul style="list-style-type: none"> • In Class Reading • In Class Testing (Group and Individual) 	<ul style="list-style-type: none"> • Competitive Festival Auditions (Sight Reading) • In Class Reading • In Class Transposition • In Class Dictation

Content Standard 6

Listen to, analyze, and describe music.

VT Standards: 5.25, 5.26, 5.28, 5.31, 5.32

PreK-4	5-8	9-12
<p><i>Goals & Benchmarks</i> Students:</p> <ol style="list-style-type: none"> identify simple music forms when presented aurally demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices respond through purposeful movement (<i>e.g. swaying, skipping, dramatic play</i>) to selected prominent music characteristics or to specific music events (<i>e.g. meter changes, dynamic changes, same/different sections</i>) while listening to music 	<p>Students:</p> <ol style="list-style-type: none"> describe specific music events (<i>e.g. entry of oboe, change of meter, return of refrain</i>) in a given aural example, using appropriate terminology analyze the use of elements of music in aural examples representing diverse genres and cultures demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music 	<p>Students:</p> <ol style="list-style-type: none"> analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the used of elements of music and expressive devices demonstrate extensive knowledge of the technical vocabulary of music identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques
<p><i>Assessments</i></p> <ul style="list-style-type: none"> Group Discussion and Feedback (Informal Assessment) Class Listening and Discussion Grade Appropriate Written Work 	<ul style="list-style-type: none"> Group Discussion and Feedback (Informal Assessment) Class Listening and Discussion 	<ul style="list-style-type: none"> Written Tests/Listening Tests Group Discussion and Feedback (Informal Assessment) Class Listening and Discussion Final Project

Content Standard 7

Evaluate music and music performances.

VT Standards: 5.23, 5.28, 5.31, 5.32

PreK-4	5-8	9-12
<p><i>Goals & Benchmarks</i></p> <p>Students:</p> <ul style="list-style-type: none"> a. devise criteria for evaluating performances and compositions b. explain, using appropriate music terminology, their personal preferences for specific musical works and styles 	<p>Students:</p> <ul style="list-style-type: none"> a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement 	<p>Students:</p> <ul style="list-style-type: none"> a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models
<p><i>Assessments</i></p> <ul style="list-style-type: none"> • Group Discussion and Feedback (Informal Assessment) 	<ul style="list-style-type: none"> • Group Discussion and Feedback (Informal Assessment) • Use of formalized rubrics to exemplify specific criteria 	<ul style="list-style-type: none"> • Group Discussion and Feedback (Informal Assessment) • Use of formalized rubrics to exemplify specific criteria

Content Standard 8

Understand relationships between music, the other arts, and disciplines outside the arts.

VT Standards: 5.25, 5.26, 5.28, 5.31, 5.32

PreK-4	5-8	9-12
<p><i>Goals & Benchmarks</i> Students: a. identify similarities and differences in the meanings of common terms (e.g. form, line, contrast) used in the various arts b. identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g. foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions)</p>	<p>Students: a. compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theater) can be used to transform similar events, scenes, emotions, or ideas into works of art b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g. language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works)</p>	<p>Students: a. explain how elements, artistic processes (e.g. imagination, craftsmanship), and organizational principles (e.g. unity and variety, repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples within a particular historical period or style b. compare characteristics of two or more arts and cite examples from various cultures c. explain ways in which the principals and subject matter of various disciplines outside the arts are interrelated with those of music (e.g. language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transmission and perception of sound)</p>
<p><i>Assessments</i></p> <ul style="list-style-type: none"> Group Discussion and Feedback (Informal Assessment) 	<ul style="list-style-type: none"> Written Test Group Discussion and Feedback (Informal Assessment) Individual Reports 	<ul style="list-style-type: none"> Group Discussion and Feedback (Informal Assessment) Individual Reports (e.g. Afro Cuban music and religion)

Content Standard 9

Understand music in relation to history and culture.

VT Standards: 5.25, 5.26, 5.28, 5.31, 5.32

PreK-4	5-8	9-12
<p><i>Goals & Benchmarks</i> Students:</p> <ul style="list-style-type: none"> a. identify by genre or style aural examples of music from various historical periods and cultures b. describe in simple terms how elements of music are used in music examples from various cultures of the world c. identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use d. identify and describe roles of musicians (<i>e.g. orchestra conductor, folksinger, church organist</i>) in various music settings and cultures e. demonstrate audience behavior appropriate for the context and style of music performed 	<p>Students:</p> <ul style="list-style-type: none"> a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures b. classify by genre and style a varied body of exemplary musical works c. compare, in several cultures of the world, how music is used, the roles of musicians (<i>e.g. lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera</i>), and conditions under which music is typically performed 	<p>Students</p> <ul style="list-style-type: none"> a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications b. identify sources of American music genres, trace the evolution of those genres (<i>e.g. swing, Broadway musical, blues</i>), and cite well-known musicians associated with them c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements
<p><i>Assessments</i></p> <ul style="list-style-type: none"> • Group Discussion and Feedback (Informal Assessment) 	<ul style="list-style-type: none"> • Group Discussion and Feedback (Informal Assessment) 	<ul style="list-style-type: none"> • Group Discussion and Feedback (Informal Assessment)

Section II: Sample Unit/Course Descriptions

Sample Elementary Music Units

Instrument Families

Grades 1-2

Students learn the members of the instrument families that make up the symphony orchestra. Students learn to identify the instruments by sight and sound, and gain a basic knowledge of how each instrument functions.

Recorders

Grades 3-4

Students learn to play a member of the recorder family. They learn to read basic music notation on the treble staff. Students build a repertoire of increasingly difficult music, and perform a concert at the end of the unit.

Music of the Middle Ages and Renaissance

Grades 5-6

Students sing, play, and dance to a variety of music from the Middle Ages and Renaissance. They will become aware of the place and importance of music within this society. They become familiar with medieval modes, monophony, polyphony, and organum. They will become familiar with the works of composers of the period, and have the opportunity to experience period instruments. This unit aligned with classroom social studies.

Music Composition

Grades 3-6

Students use music composition software to create a variety of grade level appropriate compositions.

Celtic Cultures

Grades K-6

Students will learn a variety of grade appropriate music drawn from Celtic cultures. They have the opportunity to experiment with authentic instruments, and to learn folk dances. As may be appropriate, students will explore the impact of this music on modern American music (aligned with classroom social studies).

Course Descriptions for Crossett Brook Middle School

Wind Ensemble

Wind Ensemble meets every Tuesday, Thursday, and alternate Fridays for 45 minutes and is comprised of seventh and eighth graders. Rehearsals will include scales, instrumental chorales, music theory, and an advanced level of band literature that we will prepare for performances. Wind Ensemble musicians can expect to participate in the Winter and Spring Concerts, the Memorial Day parade, and the "Instrument Demonstration Concert" (For Thatcher Brook 4th graders). Wind Ensemble students may be nominated for the Winooski Valley District Music Festival.

Grading is primarily based on a recorded playing test each trimester, practice slips, musical skills, and ability, effort, punctuality/attendance, attitude, and participation.

Concert Band

Concert Band meets Mondays, Wednesdays, and Fridays for 45 minutes and is comprised of mainly sixth graders, with some fifth graders being invited to participate. Rehearsals will include scales, instrumental chorales, music theory, and band literature that we will prepare for performances. Concert Band musicians can expect to participate in the Winter and Spring Concerts, the Memorial Day parade, and the "Instrument Demonstration Concert" (for Thatcher Brook 4th graders).

Grading is primarily based on a music theory test each trimester, practice slips, musical skills, and ability, effort, punctuality/attendance, attitude, and participation.

Beginning Band

Beginning Band meets as a full group once a week once students have reached a certain level of musical ability. This group is comprised of mainly fifth graders, but students from all grades are welcome to begin study of an instrument. Rehearsals will include scales, basic music theory, and beginning band literature that we will prepare for performances. Beginning Band musicians can expect to participate in the Winter and Spring Concerts and possible other events based on the level of musicianship that has been reached.

Jazz Band/Jazz Combo

Jazz Band performs a variety of styles of music including swing, latin, ballads, and jazz/rock fusion. It meets two days a week after school (from 2:20 until 3:00) and is comprised of seventh and eighth graders with consideration given to advanced sixth graders. Additional rehearsals may be added during the school year.

Students who play saxophone, trombone, trumpet, piano, guitar, bass guitar, and drum set/percussion are encouraged to play! A few flutes and clarinets will also be accepted. As Jazz Band rehearsals and performances take extra time and practice, students who participate will receive extra credit towards Wind Ensemble or Concert Band.

Jazz Combo is a select small group, which also performs a variety of jazz styles and can include the instruments mentioned above. Willingness to improvise is one important prerequisite to joining this group. It rehearses one day a week after school (from 2:20 -3:00) and as these rehearsals and performances take extra time and practice, students who participate will also receive extra credit. All performances are mandatory!

Jazz Band musicians can expect to participate in the Winter and Spring Concerts and the annual IAJE Jazz Festival at Johnson State College. Jazz combo musicians can expect to participate in the Fall and Spring Cabarets. Other performance opportunities may be added during the school year. Jazz Band and Jazz Combo students may be nominated for the Winooski Valley District Jazz Festival.

General Music

Basics of music are reviewed and developed through the four years of General Music. In the 5th grade, students review and learn rhythms down to eighth notes/rests, note names of the grand staff, including leger lines; progressing to 16th notes and triplets in the 8th grade. The 5th grade learns the G pentatonic scale and begins sight singing exercised based on the system. The major scale is introduced in the 6th grade, as well as form concepts. The basics of harmony are introduced in the 6th grade and I, IV, V chords are begun in the 7th grade. Eighth grade learns chord forms and inversions, as well as more complex forms.

All of this is done in preparation for the composition process. Each student composes at least one piece each year based upon some structure or concept being studied: tonality, form, harmonic ideas, and motivation.

The general music room has a lab of 20 Macintosh computers using MusicTime notation software. The students get immediate feedback about the pieces that they are writing. Students engage in critical feedback sessions with the class; discussing aspects of each other's compositions in a safe, friendly environment.

5th Grade Chorus

Student singers develop good singing habits; breathing/support, range, development, sight singing with solfeggio, and acceptance of many styles of choral music. Most songs are two-part harmony with occasional foreign languages.

6th Grade Chorus

Students continue to develop skills from the 5th grade; pieces are more rhythmically and polyphonically challenging, as well as more use of different languages. Some three-part music is used if the voices are ready for it.

7th/8th Grade Chorus

All music is three-part SAB; more language and musical challenges; concerts are often centered around a theme, e.g., Musicals, Folk Songs.

Jazz Chorus

Jazz Chorus is an extra-curricular group open to 7th and 8th graders that studies Jazz traditions and styles as they relate to vocal music. Close harmony, vocal improvising ("scat singing"), jazz forms (blues, call and response), are all practiced with an emphasis on vocal independence and exploration of the voice.

Course Descriptions for Harwood Union Middle / High School

Seventh Grade Music

The seventh grade music program is designed to build on the student's existing knowledge of the language and broaden their appreciation by the study of topics such as terminology, families of instruments, rhythm, form, notation, music history, and the reading of music.

Middle School Chorus

This course will focus on improving vocal music skills. Students will sing two and three part music with an emphasis on expanding their repertoire of vocal literature and reading and listening skills.

High School Choir

This course will focus on improving music skills as well as the student's musical knowledge. Four or more part music will be used with varied styles of music literature. Students will also have the opportunity to enrich their musical studies by auditioning for various music festivals.

High School Band

This course offers students who play woodwind, brass, or percussion instruments the opportunity to participate in a band. Performance skills, instrumental technique, theory, and a short review of music literature will be taught.

Jazz/Band Combination

This course is offered to experienced instrumentalists previously enrolled in High School Band or Jazz Band. Selection for this course by instructor. Band instrumentalists will perform in both components, all other players, i.e. guitar, bass, piano/keyboard will perform in jazz component only.

Music Theory

Music theory is a course designed for motivated students interested in learning the following skills in music theory: scales, key signatures, triads, four-part vocal writing, harmonization of melodies, ear training, music history, music technology, and conducting.

Music Technology I

This course will offer students hands-on experience with music technology including recording and engineering, music publishing and production.

Music Technology II

Using Harwood's digital studio facilities, the class will train to be an effective studio crew, learning to record concerts, small ensembles, produce radio ads, etc. with the aim of gaining sufficient skill to work independently of the instructor when needed.

Jazz Improvisation Lab I

This course will focus on music language acquisition and its applications to jazz performance and improvisation. Particular attention will be given to scales, modes and performance of improvised solos and exercises.

Jazz Improvisation Lab II

Classroom and ensemble work focusing on solidifying players' ability to recognize opportunities to apply basic concepts creatively, and to introduce the more advanced theoretical concepts which today's players must deal with.

Jazz Lab III

Jazz lab III will focus on advanced concepts in jazz performance. It will use, in depth, the theory learned in years one and two as well as introducing new concepts, such as transcribing recorded solos, and basic arranging.