

CHESHIRE PUBLIC SCHOOLS SUBJECT AREA SUMMARY SHEETS

MUSIC

Curriculum Review Cycle Schedule

18-19	Evaluation –Subcommittee is Formed
19-20	Analyze/Plan-Presentation to CCC
20-21	Implement I
21-22	Implement II
22-23	Implement III

SUBJECT/DEPARTMENT: MUSIC

MISSION STATEMENT

Your mission should answer: Why? It provides clarity of purpose. Your mission gives focus to the question: Why this curricular area exists?

In partnership with families and communities, it is the mission of the Cheshire Public Schools Music Department to instill in each student the inspiration for a lifelong participation in music.

Philosophy

- **Music is an integral part of the human condition, and is essential to the well-rounded education of all children.**
- **The ability to create, perform, and respond to music emotionally and intellectually has an important humanizing influence.**
- **The skills, knowledge, and habits acquired through the study of music enrich students' lives.**
- **Through these experiences, students build positive personal relationships with others, preparing them to live and work in a culturally diverse society.**

PERFORMANCE STANDARDS

Taken from CHS Program of Studies

COLLABORATIVE/COOPERATIVE WORKER

Students will:

- 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 and others' participation in music

COMMUNITY CONTRIBUTOR

Students will:

- take proper care of instruments and equipment
- perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices

COMPLEX THINKER

Students will:

- compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect apply music skills and understandings to solve problems relevant to a variety of careers
- explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated

EFFECTIVE COMMUNICATOR

Students will:

- explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts, and cite examples
- 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

KNOWLEDGEABLE PERSON

Students will:

- perform with expression and technical accuracy a large and varied repertoire of literature
- perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- use standard and other appropriate notational systems to record their musical ideas and the musical ideas of others
- demonstrate extensive knowledge of the technical vocabulary of music

SELF-DIRECTED LEARNER

Students will:

- compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- apply music skills and understandings to solve problems relevant to a variety of careers

SKILLED INFORMATION PROCESSOR

Students will:

- analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated

Dodd Middle School Performance Standards for Instrumental Music (Band)

Complex Thinker

The Dodd Middle School student uses reasoning skills including inquiry to generate questions, solve problems, and explore ideas in the process of acquiring knowledge.

BAND – lessons frequently provide students with the opportunity for discovery and problem solving through the presentation of new concepts. Students are asked to explore different possibilities and to ask questions that would guide their personal understanding. They are asked to make connections from prior knowledge and to project how a concept might be applied in other situations.

From our ESSENTIAL Questions: “How can we make that performance more accurate?”/ “How should the ensemble sound when I conduct in *this* manner?”

Knowledgeable Person

The Dodd Middle School student is able to apply background knowledge and experiences to new situation(s) in order to deepen understanding and solve problems.

BAND – background knowledge of time signatures and what the top number or bottom number refer to is applied to new time signatures, experiences with alternate fingerings in one piece of band literature can be applied to similar occurrences in other literature, knowledge of Enharmonics applied to figuring out fingerings for new notes in the Chromatic scale.

From our ESSENTIAL Questions: “What information will you use to sight-read this new piece?”/ “What do the _____ markings tell the performer to do?”

Skilled Information Processor

The Dodd Middle School student locates, organizes, interprets, constructs, and evaluates information from all learning situations and applies it to any given task.

BAND – Students use class work, lesson books, binder handouts, band music, the internet, fingering charts, recordings, and large quantities of literature available on SmartMusic to assist themselves in becoming proficient musicians. Grade 8 Band members have a unit on Composition that requires them to use a great deal of their knowledge about music and performance to compose a piece of music that expresses their understanding.

From our BIG Ideas: “Music is a language with its own vocabulary.”/ “When making music, instrumentalists must consider many different elements of performance.”

From our ESSENTIAL Questions: “How can we make that performance more accurate?”/ “What are the characteristics of a quality performance?”

Community Contributor

The Dodd Middle School student actively participates in school and community activities while demonstrating concern and respect for self, others, and property.

BAND – participates in the Memorial Day Parade, has done the Special Olympics Opening Ceremonies and the September 11 Memorial Event in Cheshire, has played at Unified Sports games, performs at Music in Motion at CHS, etc. Band members using school owned equipment must learn how to care for it, maintain it, and respect its value.

Collaborative/Cooperative Worker

The Dodd Middle School student exchanges ideas with others in a respectful manner in order to achieve a common goal.

BAND – frequent discussions in rehearsals and lessons where students describe what they heard and make suggestions on how to improve it. They are asked to do this for themselves and others.

Participating in band requires students to work as a team to achieve the common goal of a high quality performance. Examples: “Describe and critique the style the band was using to play this section”/ “Discuss how we can better express the composer’s intentions.”

From our ESSENTIAL Questions: “How can we make that phrase more interesting to the listener?”/ “How can we make that performance more accurate?”

From our BIG Ideas: “Reflecting on a performance is the responsibility of a good musician.”

Self-Directed Learner

The Dodd Middle School student is a self-advocate who works independently, shows initiative, and takes responsibility for his or her own learning.

BAND – is an individual pursuit as well as a team effort. Students must work on their personal weaknesses, practicing at home, and requesting help with their individual needs. The implementation of SmartMusic has provided band members with an opportunity to respond to regular assessments, to choose to improve a skill or submit a performance, and to seek out exercises to increase their knowledge and skill.

From our ESSENTIAL Questions: “What could be changed to improve your tone?”

From our BIG Ideas: “Musicians have the responsibility to portray a composer’s intentions by reading and understanding all notation symbols and markings.”

Effective Communicator

The Dodd Middle School student clearly and appropriately communicates his or her ideas in an effective and organized manner through writing, speaking, listening, artistic expression, and technology.

BAND – members often are asked to clearly articulate in speaking and/or writing their evaluation and reflection on a performance to which they have just listened. Their performance and reflection are constant examples of their artistic expression. Through use of SmartMusic, band members now are able to communicate their strengths/weaknesses, musical ideas, musical expression.

From our ESSENTIAL Questions: “How does this performance use musical elements to create a feeling or mood?” “What are the characteristics of a quality performance?”

From our BIG Ideas: “Music communicates an emotion or idea.”

**ANNUAL PROGRAM or DEPARTMENTAL GOALS/STRATEGIC PLANNING
INITIATIVES**

What are the goals for your program or department for this curriculum area for this year 2018-2019?

All Music Faculty Members:

- will meet 4 full days throughout the school year in order to collaborate, share data, and revise effective teaching strategies around our identified focus area of Music, Late October/Mid November, January, March, June
- will begin the process of moving towards mastery-based learning/grading and personalized instruction by identifying applicable standards, and creating lesson units & assessments, in the areas of Creating, Performing, and Responding.
- will continue to align our curriculum with the new National Core Standards for Music Education.
- will continue to refine effective teaching strategies and common assessment tasks that are measurable and meaningful for improving student learning.

Elementary and Middle School General Music/Choral Faculty Members:

- will review and refine Formative and Summative Assessment tasks with supplemental materials and Units.
- will review and refine composition strategies in general music classes.

Elementary and Middle School Band and Orchestra Faculty Members:

- will refine Formative and Summative Assessments with supplemental materials and Units for grades 5,6,7, and 8; and
- will collaborate to effectively collect and share Data with expanded use of technology.

CHS Music Faculty Members:

- will continue to develop learning targets, implement assessments, and collaborate on effective teaching strategies around our focus area of aligning to the National Core Arts Standards.
- will continue to collaborate to develop and implement assessments which include the CPS Performance Standards; and
- will continue to explore strategies to expand opportunities for students to Create in ensemble classes.

In an effort for the CHS Music Dept. to move towards Personalized Instruction in music, we are exploring the following initiatives:

1. Provide additional instructional time for instrumental students in the form of group lessons. This is currently being worked into the current teaching schedules for instrumental music teachers.
2. Provide additional academic support and alternative learning options by enhancing our use of technology including SmartMusic, Google Classroom, MusicProdigy, MusicFirst, etc. We are offering a SmartMusic Subscription to all 7-12 instrumental music students.
3. Provide additional learning opportunities for students who exceed classroom learning objectives in the form of honors ensembles experiences, solo performances of advanced repertoire, chamber music opportunities, composition projects, etc.

WHAT WAS, WHAT IS, WHAT WILL BE

Curriculum/Objectives/Goals

What was: *The following are administered: Power Standards, Essential Learnings, Essential Questions, Big Ideas/Enduring Understandings, Effective Teaching Strategies, Word Walls, and Common Summative Assessment Tasks that are measurable and meaningful for improving student learning, with data collected, in all areas, grades K-12. Grades 1-6 Report Card has been revised to reflect changes in music curriculum expectations.*

What is: *The K-12 Music Department Curriculum Document will be updated to include the following: Power Standards, Essential Learnings, Essential Questions, Big Ideas/Enduring Understandings, Effective Teaching Strategies, Word Walls, and Common Summative Assessment Tasks. Formative Common Assessments will be developed and implemented to partner with Common Summative Assessments, K-12. The Music Department Curriculum Document will be available on school/music web page.*

What will be:

- *The curriculum document will be transferred to an online format, such as Atlas, allowing for more collaboration in the revision process and easy access to the curriculum resources.*
- *The curriculum document will be transferred to an online format, such as Atlas, allowing for more collaboration in the revision process and easy access to the curriculum resources.*
- *Additional units will be developed in the areas of improvisation and composition.*
- *We will continue the development of district-wide assessments, particularly in responding.*
- *The Music Curriculum will be reviewed and edited to align with the newly revised national music standards.*

Texts, Manipulatives, Technology

What was: *Supplemental Materials have been developed and refined to address areas that need improvement based on data results obtained to form common summative assessments and proficiencies. SmartMusic was introduced as a pilot program in Band, grades 7-12. K-12 Music Teachers utilize digital recording equipment to record student work.*

What is: *Supplemental Materials will continue to be refined. SmartMusic will be implemented for all instrumental classes, grades 5-12. Student work will be digitally stored on a dedicated server where all K-12 teachers will have access to post and review student work. **INFORM** will be utilized to facilitate analysis of data in order to improve teaching and learning.*

What will be:

- *District owned musical instruments will be replaced in order for students to have quality functioning instruments for use in grades 5-12 winds, percussion, and strings ensembles.*
- *General music tonal percussion and pianos will be replaced as needed for use at the elementary level including recently added kindergarten classes.*
- *Online music performance software such as SmartMusic, Charms Office, etc. will be purchased by the district in place of textbooks and implemented for all ensemble classes district wide.*
- *Online cloud or server space will be provided for Student work to be digitally stored where K-12 teachers will have access to post and review examples.*
- *High School rehearsal rooms will have additional acoustical treatments installed to address high decibel levels.*

Instructional Strategies

What was: *In addition to our K-12 Music Department Curriculum Document, Power Standards and associated Common Summative Assessments have been implemented.*

What is: *Grades 4-6 Choruses will meet during the school day. Essential Learnings along with Common Summative Assessment Data will be continuously evaluated to improve student learning. Additional opportunities for music instruction will be provided to students in grades 7-8, who are not enrolled in large ensembles.*

What will be:

- *More time and resources will be allocated at the district level for professional development and collaboration around effective teaching strategies.*
- *The grade 4-6 chorus program will be scheduled in the school day in order to increase access for all students.*
- *The guitar program will be extended to include eighth grade students.*

Assessment

What was: *Common Summative Assessment tasks and proficiencies are administered in grades K-12. Data is collected and shared with department members in order to guide instruction. Teaching strategies and common summative assessments are refined to address student learning needs on a continual basis.*

What is: *Analysis of students' summative common assessment and performance data to help determine needed change in curriculum expectations and instructional practices to enhance student learning and achievement in music. In addition to Summative Common Assessments, Formative Common Assessments will be developed and implemented, K-12. Student work will be stored on a dedicated server that will be accessible to all music teachers in the district. Student work will be organized into individual electronic portfolios starting in Kindergarten through High School graduation. Students will receive a DVD containing samples of their work from K-12. INFORM will be utilized by music teachers to help analyze student assessment data.*

What will be:

- *Electronic resources for assessment, data collection, and instruction will be increased.*
- *Online music assessment software such as SmartMusic, Charms Office, etc. will be purchased by the district and implemented for all ensemble classes district wide.*
- *Online cloud or server space will be provided for Student work to be digitally stored where K-12 teachers will have access to post and review examples.*
- *Analysis of students' summative common assessment and performance data will be used to determine needed changes to curriculum and instructional practices.*
- *Summative Common Assessments, Formative Common Assessments will be revised to align with the new National Standards.*

Professional Development

What was: *Two full professional development days designated as department days, and additional summer curriculum hours, were utilized by the music department faculty to continue to work on the development of common assessments, proficiencies, and effective teaching strategies.*

What is: *Professional Development opportunities and time for collaboration will be provided to music teachers in order to analyze data results as a team and share findings on a regular basis. Specialists/consultants will present workshop sessions in Cheshire for continued professional growth.*

What will be:

- *Specialists/consultants will present workshop sessions in Cheshire for continued professional growth related to the areas listed above.*
- *Professional Development opportunities and time for collaboration will be provided to music teachers in order to accomplish the following:*
 1. *Align Curriculum Units and Lessons to newly revised National Standards*
 2. *Expand use of technology in all ensemble and general music classes district wide.*
 3. *Develop additional curricular units/lessons and effective teaching strategies.*
 4. *Continue to Analyze Data Results as a Team, Benchmark Student Work, and Share findings.*

TEXTBOOK INFORMATION**SUBJECT/DEPARTMENT: MUSIC**

Level/Course	Curriculum Last Update	Title of Textbook Used	Date of Publication
1-6 General Music	2010	<u>Share the Music</u>	2000
2-6 General Music	2010	<u>Conversational Solfege</u>	2002
5-8 Band	2010	<u>Standard of Excellence</u>	2007
5-8 Band	2010	<u>Teaching Rhythm</u>	2000
5-8 Strings	2010	<u>Essential Elements</u>	2006
5-12 Performing Ensembles	2010	<u>SmartMusic</u>	2015
7-8 Performing Ensembles	2010	<u>Music First</u>	2016
9-12 History of American Popular Music	2010	<u>Rock and Roll</u>	2007
9-12 History of Jazz	2010	<u>Concise Guide to Jazz</u>	2007
9-12 Music Theory I	2010	<u>Basics of Music</u>	1993
11-12 AP Music Theory II	2010	<u>Tonal Harmony</u>	2009
10-12 Music Technology	2010	<u>Garage Band Software</u>	2010
9-12 Jazz Improvisation	2010	<u>Band in the Box & Sibelius</u>	2009 & 2008
9-12 Band	2010	<u>Sound Innovations for Band</u>	2015