

DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE



Music Exploration

Grade 6-8 General Music Curriculum

DARIEN PUBLIC SCHOOLS

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SECTION I - Course Information

STATEMENT OF PHILOSOPHY - Darien Public Schools Music Department

Music is an art form based on creating, performing and responding where one's enjoyment increases exponentially with one's understanding.

Music offers unique learning opportunities to explore individual creativity, artistic expression and a more in-depth understanding of past and present cultures in our diverse world community.

A comprehensive music education will enable students to make more informed choices, develop their musical abilities through self-discipline and focus and will provide a vehicle to increase their confidence in learning across the entire curriculum.

We believe that all students should have a comprehensive, balanced, sequential curriculum of in-school instruction in music education in accordance with national, state and local standards, and that an education in music and the arts will develop the life-long learning abilities and aesthetic skills necessary to improve the quality of life in a more cultured, educated society.

PROGRAM GOALS - DARIEN MUSIC DEPARTMENT K-12

Goals

The Darien Public Schools Music Department Curriculum directly reflects the National Standards for Arts Education that was released as part of the "*Goals 2000: Educate America Act.*" We have subsequently adopted the nine standards as our departmental goals and have incorporated them into the K-12 Music program.

Upon graduation from the Darien Public Schools the students who study music should be able to demonstrate skills and knowledge in each of the following content standards:

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts and disciplines outside the arts.
- Understanding music in relation to history and culture

OVERVIEW OF THE MIDDLE SCHOOL GENERAL MUSIC PROGRAM

The Music Exploration program (General Music) at Middlesex Middle School is presented in three grade level courses of study. The Music Exploration track is one of four music electives, along with Band, Orchestra, Chorus, which students can choose from at Middlesex Middle School. The program is designed to broaden the arts education experiences of students and offer musical experiences and options beyond those of the traditional performance ensembles. This program of studies is sequentially linked to the current elementary general music curriculum and will be linked to the music technology program at Darien High School in 2005.

Each section of Music Exploration meets two times per week over the course of the entire school year. Guitars, keyboards and music technology related software and hardware are provided by the district, although students are often inclined to purchase instruments and other related equipment so that they can continue the learning process on their own.

Sixth grade students explore the fundamentals of music through the study of guitar. The seventh grade students learn and apply basic keyboard musicianship skills and the eighth grade students are engaged in creating and performing music with the use of music technology.

Each of the strands of the Middle School Music Exploration program are based on concepts of creating, performing and responding to music and offers students unique learning opportunities to explore individual creativity, and artistic expression.

ESSENTIAL QUESTIONS - MUSIC EXPLORATION 6-8

- How does the study of music provide essential ways to understand and express life experiences?
- How does the study of music develop deeper understandings of past and present cultures and prepare students for active participation in creating culture of the present and future?
- How does music develop imagination and creativity and help students to develop the full range of their abilities?
- How does music enable students to make informed aesthetic choices and prepare them for enjoyable recreation and leisure time?
- How does participation in music develop self-discipline and focus and develop the capacity to refine work and aspire to high quality standards?

PROCESS SKILLS

In order to have a meaningful learning experience in Music Exploration courses, students must be consistently and actively engaged in the following learning behaviors:

- Performing
- Listening
- Evaluating
- Comparing
- Creating (composing and improvising)
- Imagining
- Notating
- Exploring
- Analyzing
- Interpreting
- Expressing
- Using and applying technology
- Working Independently and Collaboratively
- Memorizing
- Responding to and describing music

STUDENT PERFORMANCE SUMMARY

Examples:

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

Plan, Notate and Compose

Improvise to given accompaniments

Listen to and Analyze musical compositions and forms

Written evaluations of musical performances

Oral Presentation with Visuals (story board, overhead transparencies, Power Point, Internet site, music composed for video, etc.)

Portfolio of compositions (mostly music technology classes)

GRADING GUIDELINES

The following are grading guidelines which are reflective of the expectations of students enrolled in Music Exploration courses in Grades 6-8

Category	<u>Expectations of Students</u>	<u>% of Report Card Grade</u>
Performance, composition and theory assignments (includes technology projects, written work and improvisation)	The work is completed and assessed in class according to predetermined criteria.	80%
Classroom participation conducive to an atmosphere of music making.	Students are engaged in classroom activities and work toward the accomplishment of those activities during class periods.	10%
Tests	Students are able to demonstrate their knowledge of musical skills, concepts and terminology that reflect the information addressed in class.	10%

SECTION II – Curricular Goals and Objectives

<u>Grade level</u>	<u>Course Title</u>
Grade 6	Class Guitar
Grade 7	Keyboard Musicianship
Grade 8	Music Technology

Grade 6 Class Guitar

1. Performing on instruments, alone and with other, a varied repertoire of music

Students will:

- a. Perform on the guitar independently, demonstrating proper posture and hand position
- b. Perform alone and with the class demonstrating independence in executing his/her individual part
- c. Perform songs containing the following open chords: G, D, D sus2, Dsus4, A, Am, C, E, Em
- d. Perform songs demonstrating several right-hand picking styles including strumming and single-note arpeggios
- e. Perform in 4/4, 3/4, and 2/4 time signatures
- f. Perform songs using Power Chords
- g. Perform at all dynamic levels including pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo
- h. Perform simple single note melodies

2. Improvising melodies, variations, and accompaniments

Students will:

- a. Perform strummed guitar parts by improvising rhythmically over specified chord progressions
- b. Improvise melodies over simple rock progressions using the Pentatonic scale

3. Composing and arranging music within specific guidelines

Students will:

- a. Compose and perform short chordal progressions.
- b. Compose and perform melodies over given chord progressions.

4. Reading and notating music.

Students will:

- a. Notate chords progressions, strumming rhythms, and melodies.
- b. Notate chords on standard Guitar Tablature Grids.
- c. Sight-read simple folk song melodies and chord changes

5. Listening to, analyzing, evaluating, and describing music

Students will:

- a. Create or use a set criteria to evaluate musical performances and compositions (rubrics, evaluation forms, using music terminology)
- b. Identify phrasing, form, repetition, style, meter, and contrast in class performances and recorded examples
- c. Evaluate (verbally and in writing) individual students performances and compositions

6. Understanding relationships between music, the other arts and disciplines outside the arts

Students will:

- a. Apply a knowledge of basic acoustics, electronics, and physics as it relates to the development of the guitar and sound production
- b. Compare and contrast the elements of music (form, color, texture) to the elements of art

7. Understanding music in relation to history and culture

Students will:

- a. Perform music from a variety of styles and periods on composition. To include: folk songs, classical, rock, and blues
- b. Observe and describe live, audio and videotaped performances by professional performers and/or composers
- c. Demonstrate through performance their understanding of different musical styles and the relationship they have to specific historical periods

8. Understanding the function of technology as a tool in creating music

Students will:

- a. Demonstrate an understanding of the various effects pedals, electric guitars, and amps that are currently available. (distortion, chorus, delay, reverb)
- b. Understand how professionals (past and present) use technology to enhance their live and recorded music

VOCABULARY FOR MUSIC EXPLORATION 6 GUITAR

Musical terms: Accents, Chords, Dynamics, Form, Harmony, Key Signature, Improvisation, Melody, Phrases, Rhythm (including beat, meter, and tempo), Timbre, Time Signatures, Treble-bass Clef, Note values

Specific Guitar Terms

Neck, Body, Tuning Pegs, Frets, Pick-up, Amplifier, Tablature, Pick, Strum, Distortion, Chorus, Delay, Reverb

SAMPLE ACTIVITIES

1) Each student will compose a short piece in 4/4 time following an AABA form. Each section will be four measures long. Students will notate the strumming rhythm for each measure and will use a minimum of four different open chords. Students will teach their composition to the entire class. Students will then perform the piece as a class and engage in a peer-assessment activity.

2) Students will learn to improvise using the a minor pentatonic scale. They will then improvise along with the end of the recording Stairway to Heaven by Led Zeppelin. Students will be assessed according to specified guidelines that include: correct notes/scale usage, rhythms and tempo relate to the given musical material, phrasing is consistent with the original song,

CORE TEXT FOR STUDENTS

H.O.T. Guitar Method - Nancy Marsters

ADDITIONAL MATERIALS/ RESOURCES FOR USE BY STUDENTS

Acoustic Guitars, Picks, Strings, Handouts, Worksheets, Chord Charts, CD Recorders and CDR disks

Selected listening will include, but is not limited to:

George Benson
Norman Blake
Eric Clapton
Eddie Van Halen
Jimi Hendrix
Robert Johnson
BB King
Andre Segovia
Simon and Garfunkel
Steve Ray Vaughn
Muddy Waters
Led Zeppelin

Grade 7 Keyboard Musicianship

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

Students will:

- a. Perform melodies accompanied by I, IV, V and V7 block and broken chords and inversions in the keys of C and G major
- b. Perform melodies and chords, both hands, with a steady pulse and correct rhythmic values including, but not limited to: whole note, dotted half notes, half notes, quarter notes, eighth notes and their corresponding rests.
- c. Perform in 4/4, 3/4 and 2/4 time signatures
- d. Demonstrate a performance knowledge of dynamics to include: pianissimo, piano, mezzo piano, mezzo forte, forte, and fortissimo, crescendo and decrescendo
- e. Perform music in both treble and bass clefs
- f. Perform music accurately at a variety of tempi using metronome markings
- g. Perform songs and simple piano repertoire with pre-recorded accompaniments with music and by memory.
- h. Demonstrate proper hand position and posture for keyboard performance

2. Improvising melodies, variations, and accompaniments

Students will:

- a. Improvise melodies in a variety of styles in the keys of C and G Major to pre-recorded rhythm tracks.
- b. Improvise to a pre-recorded blues progression in the keys of C and G major
- c. Improvise an accompaniment to a simple melody using I, IV and V7 block and broken chords in the keys of C and G Major
- d. Demonstrate a knowledge of 2, 4 and 8 measure phrases through their recorded improvisations using music software.

3. Composing and arranging music within specified guidelines

Students will:

- a. Compose, perform and record a 12 measure melody in the keys of C and G major demonstrating 4 measure phrasing, proper time signatures and rhythmic values up to eighth notes.
- b. Compose, perform and record a 12 measure melody in the key of a minor demonstrating 4 measure phrasing, proper time signatures and rhythmic values up to eighth notes.
- c. Compose, perform and record a 12 measure right hand melody and left hand harmony in ABA form demonstrating knowledge of phrasing, time signatures, rhythmic values up to eighth notes, block and broken chords, dynamics and proper tempo. (key of C or G major, I, IV, V7 chords)

4. Reading and notating music

Students will:

- a. Sight-read simple 5 note melodies using notes and rhythms up to eighth notes in the keys of C and G major.
- b. Identify all notes, including sharps and flats on the treble and bass clefs
- c. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
- d. Notate original musical ideas for the purpose of composition and performance (see standard #4)
- e. Recognize and notate I, IV and V chords in C and G major

5. Listening to, analyzing, evaluating and describing music

Students will:

- a. Create or use a set criteria to evaluate musical performances and compositions (rubrics, evaluation forms, using music terminology)
- b. Identify phrasing, form, repetition, style meter and contrast in class performances and recorded examples
- c. Evaluate (verbally and in writing) individual student performances and compositions

6. Understanding relationships between music, the other arts and disciplines outside the arts

Students will:

- a. Compare and contrast the elements of music (form, color, texture) to the elements of art
- b. Relate styles of music to historical periods, cultural dances and traditions

7. Understanding music in relation to history and culture

Students will:

- a. Identify, discuss and perform in musical styles from various historical periods and cultures to include: Baroque, Classical, Folk Songs, American Popular (Spirituals, Blues, Jazz and Rock)
- b. Aurally recognize the music of significant piano/keyboard performers and composers
- c. Relate historical world and political events to music that was created during the same period of time.

8. Understanding the function of technology as a tool in creating music

Students will:

- a. Explore, differentiate and utilize the sounds of the Korg X5G synthesizer in performances and composition
- b. Create accompaniments, select sounds, choose tempi and style and record, notate and alter performances with the use of Band-In-A-Box music software
- c. Understand the general concept of MIDI and the possibilities of music created in a digital format.

VOCABULARY FOR MUSIC EXPLORATION 7 KEYBOARD

Accent

Chord: block and broken

Coda, DC al Coda

Crescendo

Decrescendo

Dynamics: pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo

Fermata

Key Signature

Legato

Melodic and Harmonic Intervals

Metronome Markings: Largo, Andante, Moderato, Allegro, Presto

Note names as they relate to treble and bass clef and the piano keyboard

Repeat sign

Rhythmic values, duration, symbols and corresponding rests

Ritardando

Staccato

Syncopation

Tempo

Tie vs. Slur

Time signature

SAMPLE ACTIVITIES

Curricular Goal 2d: Demonstrate a knowledge of phrases through recorded improvisation using selected software

Grade 7 Keyboard Class Assignment

Log on to Band-In a-Box Using the "music" user name.

First practice improvising 4 measure phrases in the keys of C and G.

Using the rhythms notated on **Chart 8** improvise a composition in **A B A** form.

1. Find the key of C major. (C position right hand 1-5 only)
2. Using the rhythms in one line choose the notes that will comprise your melody. This will be your **A** section (Begin and end on the tonic note or the first note in the key)
3. Then choose another line in Chart 8 to compose your **B** section. Change keys. We have key of C for the **A** section, now shift to G Major (1-5 only) for the **B** section and improvise your melody starting and stopping on G.
4. Now repeat the **A** section once again using the same line of rhythms that you used for the original **A** section.

Band-In-A-Box

Input four C chords, followed by four G chords, followed by four C chords.
(12 measures total)

Choose your style. Disengage the loop feature. You may alter the tempo if desired.

Play and record your composition with your chosen background.

Check your work on the project checklist and then raise your hand to perform your composition for assessment.

SAMPLE PERFORMANCE ASSESSMENT

ME7 Keyboard Class

Keyboard Performance Rubric

POINTS

CRITERIA

4 points

- a. All notes and fingerings are played correctly (1-2 errors)
- b. The selection keeps a steady beat throughout the entire piece.
- c. All rhythms are played correctly.
- d. All musical signs and directions are followed and demonstrated.
(for example: dynamics, accents, tempo markings, repeats)
- e. Correct hand position is used throughout the piece.

3 points

- a. Most of the notes and fingerings are played correctly (3-4 error)
- b. The selection keeps a steady beat throughout most of the piece.
- c. Most of the rhythms are played correctly .
- d. Most of the musical signs and directions are followed and dem
- e. Correct hand position is used throughout most of the piece.

2 points

- a. Some of the notes and fingerings are played correctly (4-5 error)
- b. The selection keeps a steady beat throughout some of the piece
- c. Some of the rhythms are played correctly.
- d. Some of the musical signs and directions are followed and dem
- e. Correct hand position is demonstrated some of the time.

1 point

- a. Few of the notes and fingerings are played correctly (over 5 error)
- b. There is little evidence of a steady beat in the performance.
- c. Few of the rhythms are played correctly.
- d. Few or none of the musical signs are played correctly.
- e. Little evidence of knowledge of correct hand position.

0 points

- a. The assignment has not been completed.
- b. There is little effort observed in any of the above categories.

CORE TEXT FOR STUDENTS

Alfred's Basic Adult Piano Course Level One, Alfred's Publishing Co. 1996

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Handouts, seasonal music, popular musical selections

Korg X5D Piano Lab with Korg GEC workstation controller

Band-In-A-Box accompaniment software

Musition software for practice drills of basic theory concepts

Finale Print Music software to notate melodies

Select CD recordings of piano, keyboard and electronic music to include, but not limited to:

David Benoit

Dave Brubeck

Chick Corea

Duke Ellington

Virgil Fox (Bach)

Oscar Peterson

Billy Joel

Scott Joplin

Joe Sample

Andre Watts

Grade 8 Music Technology

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

Students will:

- a. Perform a varied repertoire of music representing diverse genres and styles using expressive techniques
- b. Perform simple melodic, rhythmic, and harmonic ideas using MIDI keyboards inputting music in real time

2. Improvising melodies, variations, and accompaniments

Students will:

- a. Improvise simple harmonic accompaniments.
- b. Create melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys and the blues scale
- c. Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality
- d. Create short melodies based on a given chord progression

3. Composing and arranging music within specified guidelines

Students will:

- a. Demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance
- b. Create melodies that demonstrate range, shape, phrasing and movement in a conjunct or disjunct progression. (steps and leaps)
- c. Demonstrate a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
- d. Create variations to given melodies
- e. Create songs that contain various song forms, including ABA, AABA, theme and variations, rondo, and AABB

4. Reading and notating music

Students will:

- a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- b. Utilize standard notation to record their musical ideas and the musical ideas of others

5. Listening to, analyzing, evaluating, and describing music

Students will:

- a. Describe specific music events in a given aural example, using appropriate terminology
- b. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music
- c. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria as a tool for peer and self-assessment
- d. Evaluate the quality and effectiveness of their own and others' compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

6. Understanding relationships between music, the other arts and disciplines outside the arts

Students will:

- a. Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art. (i.e. setting music to visual arts, video, multi-media, film scoring)
- b. Describe ways in which the principles and subject matter of the other disciplines taught in the school are interrelated with those of music. (acoustic, technology, math, poetry/lyrics)

7, Understanding music in relation to history and culture

Students will:

- 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 and explain the idiomatic characteristics that cause each work to be considered stylistically unique
- c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

8. Understanding the function of technology as a tool in creating music

Students will:

- a. Describe the process of MIDI and the function of a sequencer
- b. Demonstrate the use of a MIDI and digital audio workstation and how it is used to create music
- c. Compare the function of a MIDI sequencer and computer operations. (cut, copy and paste)
- d. Demonstrate their knowledge of how a MIDI keyboard functions (patches, banks, modulations)

VOCABULARY

Musical terms: Dynamics, Form, Harmony, Melody, Rhythm (including beat, meter, and tempo), Timbre.

Music Technology and Computer terms: Audio file, AVI file, Bank, Copy, Cut, Digital Audio work station (DAW), General MIDI, Loop, Metronome, MIDI, MIDI Channel, MIDI file, Mix, Modulation, Mpeg file, Multi-timbral, Multi-Track Note Data, Paste, Patch change, Program change, Quantize, Real time recording, Sequencer, Sequence, Step time recording, Track, Velocity, Voice, WAV. File.

ACTIVITIES

Describe sample activities for unit – link to specific objectives

Curriculum Goal 3A: *Composing and Arranging Music within Specified Guidelines:*

Objective: The students will arrange a Bach Two-Part Invention by changing Sounds (timbre)(patch changes), tempo and dynamic changes (volume). The students will save their changes as a standard MIDI file to their K drive and play for the class.

Curriculum Goal 2B: *Improvising melodies, variations, and accompaniments:*

Objective: The students will create their own variation of a theme from a Bach Two-Part Invention. The students will also include dynamic changes, volume changes, and patch changes for each new variation.

Curriculum Goal 3B and 6A: *Composing and Arranging Music within Specified Guidelines:*

Objective: The students will create a short composition using both traditional and non-traditional sounds and create a mood suggested by the mood depicted in a picture. The students will use a variety of sound sources and explain their musical choices.

PERFORMANCE ASSESSMENT

SAMPLE PERFORMANCE ASSESSMENT

The following rubric is designed for students creating a melody given specific guidelines based on the national standard: #4 *Composing and arranging music within specified guidelines*.

Melodic Rubric

The students will compose a melodic idea that demonstrates a specific range, progression, and shape.

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
The students will create a simple four bar melody in the key of C Major that begins and ends on the tonic, has a range of a 5 th or more, moves in both a stepwise and leap manner. The melody has both a rise and fall giving it a shape.	The melody begins and ends on the tonic. The melodic range is limited to a Major 2 nd . Melodic movement is limited to a stepwise movement. The shape of the melody is flat.	The melody begins and ends on the tonic. The melodic range is a up to 5 notes. The melody moves in conjunct or disjunct manner. The over all shape is not distinct.	The melody begins and ends on the tonic. The melody uses the range of a 5 th . Both leaps and skips are used and there is a definite rise and fall to the over all line.	The melody begins and ends on the tonic. The melody works beyond the range of a 5 th below or above the tonic. Both leaps and skips are used. The overall shape of the melody demonstrates a rise and fall.	

CAREER AWARENESS (where appropriate)

List careers which utilize information and expertise in this curriculum area (as appropriate for grade level)

Music Composer/Publisher/Jingle writer, Professional Musician, Sound Engineer, Music Producer, Music critique, Audio Engineer, Advertising Executive

CORE TEXT FOR STUDENTS

General Music Curriculum. Rudolph, Thomas, SoundTree, 2000.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Accompaniment Software: *Band –in-a-Box*. Victoria, BC: PG Music.

Notation Software: *Print Music*. Eden Prairie, MN: Coda Music Technology.

Sequencing Software with Digital Audio: *Sonar*. Cambridge, MA: Cakewalk.

Digital Audio Loops: *Acid Loops*. Madison, WI. Sonic Foundry.

Web Audio Software: *Windows Media Player*. Redmond, WA: Microsoft Corporation.

Web Browser Software: *Internet Explorer*. Redmond, WA: Microsoft Corporation.

Word Processing and Office Software: *Microsoft Word*. Redmond, WA: Microsoft Corporation.

World Wide Web/Internet Search Engines.

ArtCyclopedia (www.artcyclopedia.com).

ArtsEdge (www.artcyclopedia.com).

Blues Lines Using Guide Tones (www.music.sc.edu/Department/Jazz/BluesGT.pdf).

Britannica.com (www.britannica.com).

Classical Archives (www.prs.net).

Claude Debussy-The Musical Impressions (<http://public.srce.hr/~fsupek/index.html>).

Duke Ellington: Celebrating 100 Years of the Man and His Music (www.dellington.org).

Filamentality (www.kn.pacbell.com).

HyperHistory (www.hyperhistory.com/online_n2/History_n2/a.html).

Jazz in America (www.jazzinamerica.com)

John Philip Sousa (www.dws.org/sousa).

National Gallery of Art (www.nga.gov).

Roots World (www.rootsworld.com)

**The United States Marine Band-John Philip Sousa
(www.marineband.usmec.mil/edu_sousa.html).**

Yahoo Groups (www.yahoo.com)

Journals and Magazines: *Electronic Musician, The Journal for Technology in Music Learning, Keyboard Magazine*

MATERIALS AND SUPPLIES

Digital Audio Workstations, GEC Lab Controller, headphones, CDR disks for recording

SECTION III

Related Goals and Standards

CONNECTICUT AND NATIONAL STANDARDS FOR MUSIC EDUCATION

1. Students will sing, alone and with others, a varied repertoire of music.
2. Students will play, alone and with others, a varied repertoire of instrumental music.
3. Students will improvise melodies, variations and accompaniments.
4. Students will compose and arrange music.
5. Students will read and notate music.
6. Students will listen to, analyze and describe music.
7. Students will evaluate music and music performances.
8. Students will make connections between music, other disciplines and daily life.
9. Students will understand music in relation to history and culture.

The State of Connecticut Program Goals for Arts Education

The goals for Arts Education as stated in the State of Connecticut Board of Education program goals (2002) is as follows:

As a result of education in Grades K-12 students will:

1. create (imagine, experiment, plan, make evaluate, refine and present/exhibit) art works that express concepts, ideas and feelings;
2. perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse art works in each art form;
3. respond (select, analyze, describe, experience, interpret and evaluate) with understanding to diverse art works and performances in each art form;
4. understand and use the materials, techniques, forms (structures, style, genres), language, notation (written symbol system) and literature/repertoire of each art form;
5. understand the importance of the arts in expressing and illuminating human experience, beliefs and values;
6. identify representative works and recognize the characteristics of art, music, theater and dance from different historical periods and cultures;
7. develop sufficient mastery of at least one art form to continue lifelong involvement in that art form not only as a responder (audience), but also as creators or performers;
8. develop sufficient mastery of at least one art form to be able to pursue futher study, if they choose, in preparation for a career;
9. seek arts experiences and participate in the artistic life of the school and community; and
10. understand the connections among the arts, other disciplines and daily life

