

***ARCHIVED
DOCUMENT***
(previous BVSD Curriculum)

Introduction to Instrumental and Vocal Music

Music is one of humanity's deepest rivers of continuity. It connects each new generation to those who have gone before. Students need music to make these connections and to express what may otherwise be inexpressible. Doing so through manipulation of an instrument outside of one's self or through the use of one's voice provides students a rich experience in making this connection.

Students benefit from an education in music because it develops the whole person. Music literacy cultivates intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Studies show that in addition to these intrinsic qualities, music study enhances cognitive skills, improves achievement in other academic pursuits, and helps in the development of affective skills.

At the heart of music's importance is its ability to provide the student with a true aesthetic experience. Expressing this aesthetic sense through playing instruments or singing alone or with others is an activity as old as humankind. Through Boulder Valley's Instrumental and Vocal Music Programs, students develop this aesthetic sense as a constructive way to express thoughts and feelings. Through the vast and diverse repertoire afforded students in band, orchestra, and vocal music they receive a first-hand view of differing historical and cultural experiences.

Quality instrumental music education is a long-standing tradition in the Boulder Valley School District. Playing an instrument is a natural continuation of the musical growth provided by the elementary general music program. Recognizing that students excel at playing an instrument when beginning as young as possible, this opportunity is available to students beginning in the fifth grade and continuing through twelfth grade. Instrumental music study can take any of several forms. The Boulder Valley School District supports the student's right to choose an instrument, offering both band and orchestra classes. The district respects students as individuals and offers a variety of courses to meet their needs.

Quality vocal music education is a long-standing tradition in Boulder Valley School District as well and is an important component of the total education of our students. Participating in secondary vocal ensembles also continues the growth begun in elementary music programs.

The secondary music curriculum includes non-performance music classes such as creative listening and music theory. These classes are important for students who want to pursue the study of music through courses other than, or in addition to, musical performance classes.

As students grow musically, opportunities also grow with increased access to performing ensembles such as large mixed choirs, smaller jazz, and pop groups in the vocal music program and performing ensembles such as full symphony orchestra, jazz band, and chamber ensembles in the instrumental music program. Students also have increased opportunities for student leadership roles such as section leaders, accompanists, choreographers, arrangers, and student conductors.

The BVSD Academic Content Standards for Music indicate the quality and accountability for which the program strives. These standards, and their corresponding course descriptions, enliven the following concepts we all share.

- Music is a way of knowing. Students grow in their ability to comprehend their world when they learn music. Skill in music affords appropriate ways to express this comprehension.
- Performing in instrumental ensembles provides unique opportunities to develop skills in working with others, using non-verbal communication effectively, and developing the highest level of problem solving skills.
- Instrumental music plays a large part in life. Possession of skill playing an instrument serves as a tool for making personal, professional, and academic connections for one's entire life.
- Music's value is evidenced in its ability to present issues and ideas, to teach or influence, to entertain, to design, to plan and to beautify.

- Music exemplifies, sometimes defines, differing cultures. It plays an invaluable role in creating understanding among diverse ethnic cultures and civilizations.

Boulder Valley School District Vocal Music Curriculum

Course Code: Middle Level Vocal Music
N01

Course Title: Exploratory Music

Prerequisite: none

Exploratory Music is a course that fosters in students a love and appreciation of music and an understanding of the relationship of music to other disciplines and cultures. The class will provide music reading, listening, discussion, and hands-on experiences. As the course will be offered in 6-, 9-, 12-, 18-, and 36-week sessions, the detail and depth to which each Learning Result is covered will vary accordingly.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; performance **techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Sing and/or play in unison and in parts
- Demonstrate knowledge of basic choral techniques
- Improvise selections using a variety of sound sources

Understand basic **musical notation, terminology, and rhythm**. (Standard 1, 2, 3, 4)

- Develop a basic understanding of the language of music
- Gain an understanding of the process of reading music
- Demonstrate an understanding of the basic elements of music, including melody, harmony, rhythm, form, texture, and tone
- Compose and perform short pieces within specified guidelines

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Review and identify the timbre of various musical instruments of the orchestra

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Experience a variety of musical styles
- Begin to recognize and identify styles of various periods of music history as well as cultural and ethnic music

Develop **auditory skills** for tonality and intonation. (Standard 1, 2)

- Demonstrate an awareness of concept of tonality

Develop **self-discipline** as it pertains to rehearsal, practice, and performance (Standard 1, 2)

- Begin to develop basic practice skills

Be cognitive of basic **relationships between disciplines and historical events**. (Standards 6, 7, 8)

- Relate music to history, culture, and other disciplines
- Discuss the purpose of music in the media
- Design a music project and present it in either oral or written form

Boulder Valley School District Vocal Music Curriculum

Course Code: Middle Level Vocal Music
N02

Course Title: Music in the Media

Prerequisite: None

Music in the Media is a quarter OR semester-long class that examines the influence of media music in the students' environment. This course includes a study of music in the media, such as television background music, commercial music, and/or movie soundtrack music, and a study of the music industry as well as music careers.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Compose and perform short pieces within specified guidelines

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7).

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Experience a variety of musical styles
- Recognize and identify styles of various periods of music history as well as cultural and ethnic music

Be cognizant of basic **relationships between disciplines and historical events.** (Standards 6, 7, 8)

- Discuss and understand the purpose and use of music in radio, television, film, and theatre
- Discuss the process and techniques of multimedia production
- Demonstrate the ability to select music to fit a given scene from a movie or television program

Boulder Valley School District Instrumental Music Curriculum

Course Code: Middle Level Instrumental Music
N03

Course Title: Beginning Orchestra (6th Grade)

Prerequisite: None

Beginning Orchestra is a course for students who are interested in learning an orchestral stringed instrument. Performance based atmosphere including the following units of study: basic instrument technique; basic music reading; basic musicianship and ensemble performance skills; and instrument care and safety.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate **performance techniques** on an instrument of choice. (Standard 2)

- Demonstrate proper bow hold
- Demonstrate proper instrument hold
- Demonstrate proper fingering technique
- Demonstrate proper tone production
- Perform orchestra repertoire for the beginning level
- Keep a steady tempo

Understand and notate basic musical **notation, terminology, and rhythm**. (Standards 2, 3, 4)

- Basic note reading within 1 1/2 octaves for the instrument
- Rhythms including notes and corresponding rests

- Meters of 3/4, 2/4, C and 4/4 time
- Key signatures through 2 sharps.
- Echoing rhythmic and melodic patterns

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Play and understand musical phrasing, dynamics, and expressive techniques
- Demonstrate ability to recognize aurally and visually two- and four-measure phrases
- Knowledge of dynamic piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo
- Demonstrate understanding of the tempo indications allegro, andante, moderato and largo
- Demonstrate understanding of the indications of articulation including accents, staccato, legato, and slurs
- Keep a steady tempo

Develop **auditory skills** for tonality and intonation. (Standard 2)

- Understand and perform in Major tonality
- Begin skill in minor tonality

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standard 2)

- Develop practice skills
- Understanding the basic principles of instrument care, safety, and maintenance

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6, 7, 8)

- Relate history and musical time periods
- Relate mathematical concepts to rhythmic concepts
- Demonstrate introductory knowledge of literary interpretation of musical phrases
- Relate geography to cultural background of pieces being performed.

Boulder Valley School District Instrumental Music Curriculum

**Course Code: Instrumental Music
N05**

Course Title: Guitar One

Grades: 6, 7, 8 – Duration: quarter, trimester, semester, or year

Prerequisite: None

Guitar One is a course for students with limited musical skills who are interested in learning to play the guitar. This class includes concert/recital attendance after school hours.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for guitar class manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm; performance techniques**; exhibition of **musical and expressive concepts**, development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic performance skills on the guitar (Standard 2)

- Develop practice skills
- Demonstrate proper playing position
- Demonstrate proper tone production
- Demonstrate proper fingering
- Keep a steady beat

Understand **basic musical notation, terminology, and rhythm**. (Standards 2,3,4)

- Basic note reading in 1st position
- Basic 3 string and full chords in 1st position
- Rhythms including notes and rests
- Meters on 3/4, 2/4, 4/4 time
- Key signatures of C and G
- Basic strum patterns

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7,)

- Keep a steady tempo
- Play and understand musical phrasing
- Perform dynamics and expressive techniques
- Demonstrate ability to recognize aurally and visually two- and four-measure phrases
- Demonstrate knowledge of the dynamics piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, and decrescendo
- Demonstrate understanding of the tempo indications allegro, andante, moderato, largo and ritardando
- Demonstrate understanding of the style indications, accent, different strum styles

Develop **auditory skills** for tonality and intonation. (Standards 2 and 3)

- Understand and perform in Major tonality
- Begin work on Pentatonic scales and improvisation
- Be able to identify intervals of 3rd, 4th, 5th, 8va, ½ step and full step

Develop **self-discipline**, as it pertains to rehearsal, practice, and performance. (Standard 2)

- Develop practice skills
- Practice alone and in small groups
- Demonstrate understanding of the basic principles of instrument care, safety and maintenance

Be cognitive of basic **relationships between disciplines and historical events**. (Standards 6,7,8)

- Relate history and musical time periods
- Relate mathematical concepts to rhythmic concepts
- Relate relationship to other languages
- Demonstrate introductory knowledge of literary interpretation of musical phrases
- Relate geography to cultural background of pieces being used

**Boulder Valley School District
Instrumental Music Curriculum**

**Course Code: Instrumental Music
N06**

Course Title: Guitar Two

Grades: 6, 7, 8 – Duration: quarter, trimester, semester, year

Prerequisite: Guitar One or its equivalent

Guitar Two is a course including progressively more demanding literature for the guitar that encourages continued technical development and performance skills. Musicianship and performance skills are stressed within a guitar ensemble atmosphere. Public performance after school hours is an integral part of the course and is required.

**ESSENTIAL LEARNING RESULTS
OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE**

ESSENTIAL LEARNING RESULTS

Essential learning results for guitar class manifest themselves in several general categories. Results occur in the areas of musical notation, terminology, **and rhythm; performance techniques**; exhibition of **musical and expressive concepts**, development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic performance skills on the guitar (Standard 2)

- Development of increasingly analytical practice skills
- Accurately perform musical terms and notations at the appropriate level of literature
- Demonstrate proper tone production including staccato, sul tasto, and sul legno
- Demonstrate proper fingering on the left and right hand and start using finger style playing using PIMA
- Develop more independent ensemble rehearsal techniques
- Continue to develop basic concepts of ensemble playing such a balance, blend and phrasing

Understand **basic musical notation, terminology, and rhythm**. (Standards 2,3,4)

- Basic note reading in 1st - 5th positions
- Full chords in 1st position, moveable chords and barr chords
- Rhythms including notes and rests
- Meters on 3/4, 2/4, 4/4, 6/8 and Cut time
- Key signatures of C, G, D, A, F
- Eighth note strum patterns, including swing and syncopated
- Perform music indicating understanding of rhythmic, harmonic and melodic elements
- Sight read simple music on instrument

Accurately perform the following terms, concepts and notations according to appropriate level of literature (Standards 1, 2, 3)

- Performance skills in major, minor and pentatonic key patterns
- Demonstrate ability to play in the following keys: C, G, D, A, F
- Demonstrate ability to play in the following time: 2/4, ¾, 4/4, 6/8, C and Cut
- Recognize more advanced terminology, including terms in French, Italian and German

- Recognize 4-, 8- and 12 bar phrases
- More effective control of dynamic contrast
- Understand and use more advanced tempo markings and changes
- Understand and be able to identify intervals $\frac{1}{2}$, 2,3,4,5,6,7,8,9,13,

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5,)

- Perform more expressively and with control

Introduction to music in a variety of musical styles, genres, and cultures. (Standards 1, 2, 5, 8)

- Identify and perform selection in at least two differing styles
- Participate in small ensemble experience
- Begin experiences with music of diverse styles and cultures

Be cognizant of relationships between disciplines. (Standard 7)

- Demonstrate written work to describe music demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate understanding of literary interpretation of musical phrases
- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
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Develop **auditory skills** for tonality and intonation. (Standard 2and 3)

- Be able to tune your own guitar and with others using relative tuning
- Understand and perform in Major tonality
- Begin work on Minor and pentatonic scales
- Be able to identify intervals of $\frac{1}{2}$, 2,3,4,5,6,7,8,9,13

Develop **self-discipline**, as it pertains to rehearsal, practice, and performance. (Standard 2)

- Develop practice skills
- Practice alone and in small groups
- Demonstrate understanding of the basic principles of instrument care, safety and maintenance

Be cognitive of basic **relationships between disciplines and historical events**. (Standards 6,7,8)

- Relate history and musical time periods
- Relate mathematical concepts to rhythmic concepts
- Relate relationship to other languages
- Demonstrate introductory knowledge of literary interpretation of musical phrases
- Relate geography to cultural background of pieces being used
- Demonstrate understanding of the physical properties of the guitar including string changing, and basic repair

Boulder Valley School District Vocal Music Curriculum

Course Code: Middle Level Vocal Music
N07

Course Title: General Music

Prerequisite: None

General Music is a course that provides the student greater understanding of the basic musical concepts of duration, melody, harmony, form, style, and expressive qualities. Experiences provided include listening, moving, singing, playing instruments, reading, and creating through large and small groups and/or individual projects.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate the following basic **performance skills**. (Standard 1, 2)

- Sing and play in unison or in parts
- Demonstrate ability to improvise selections using a variety of sound sources
- Demonstrate introductory knowledge of basic choral techniques

Demonstrate an understanding of basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Develop a basic understanding of the language of music
- Develop an understanding of the process of reading music
- Demonstrate basic concepts of melody, rhythm, harmony, form, texture, and tone
- Creatively compose and perform short pieces within specified guidelines

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Recognize and utilize a variety of musical timbres
- Explore a variety of expressive techniques

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Demonstrate experience with a variety of musical styles
- Recognize and identify styles of various periods of music history as well as cultural and ethnic music

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Explore basic tonality

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1,2)

- Begin to develop basic practice habits

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6, 7, 8).

- Relate music to history, culture, and other disciplines
- Discuss the purpose of music in the media
- Design a music project and present it in either oral or written form

Boulder Valley School District Vocal Music Curriculum

**Course Code: Middle Level Vocal Music
N08**

Course Title: Music in Technology

Prerequisite: None

Music in Technology is a course that provides the study of techniques of musical composition through the medium of contemporary music technology. Elements included are exposure to and hands-on experiences in contemporary music software and composition; sound recording and mixing technology; the application of multimedia; and careers in the music industry.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Perform own compositions

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Explore musical composition techniques
- Utilize standard musical notation
- Compose own pieces

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Incorporate expressive elements into compositions

Show awareness of and experience in a variety of **musical styles, genres, and cultures.**
(Standard 8)

- Experience a variety of musical styles
- Begin to recognize and identify styles of various periods of music history as well as cultural and ethnic music

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Demonstrate ability to work independently on compositions and performances

Be cognizant of basic **relationships between disciplines and historical events.** (Standards 6, 7, 8)

- Demonstrate introductory knowledge and use of current music software
- Demonstrate knowledge and use of microphones, amplifiers, and sound recording equipment
- Demonstrate knowledge and use of multimedia
- Explore various current careers in music
- Discuss the purpose of music in the media
- Design a music project and present it in either oral or written form.

Boulder Valley School District Vocal Music Curriculum

**Course Code: Middle Level Vocal Music
N11**

Course Title: Middle Level Chorus (6)

Prerequisite: None

Middle Level Chorus is a beginning course designed for students with treble voices. Basic vocal techniques will be explored in a wide variety of musical styles, including introduction to part-singing, music reading, and theory. Culminating performances are a meaningful and mandatory component of this class.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm; performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Demonstrate basic choral techniques
- Sing in unison and in parts
- Demonstrate correct vocal technique
- Demonstrate independence in singing
- Demonstrate appropriate performance skills and stage presence

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Follow a designated part in a musical score
- Develop sight-reading skills (i.e., recognition and performance of simple intervals)
- Develop a basic understanding of the language of music
- Demonstrate an understanding of the basic elements of music including melody, harmony, rhythm, form, texture, and tone
- Analyze form and structure of musical compositions
- Evaluate music and musical performances

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Utilize a variety of expressive techniques in practice and performance

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Sing literature from a variety of musical styles, periods, and cultures
- Begin to recognize and identify styles of various periods of music history as well as cultural and ethnic music

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Begin to develop sense of tonality and intonation

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1,2)

- Participate in choral rehearsals in a disciplined and purposeful manner

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6,7, 8).

- Relate music from diverse periods and cultures to other arts, historical events, and disciplines

Boulder Valley School District Vocal Music Curriculum

**Course Code: Middle Level Vocal Music
N12**

Course Title: Middle Level Treble Choir

Prerequisite: None

Middle Level Treble Choir continues two-part singing and introduces treble voices to three- and four-part singing. Fundamental vocal techniques will continually be reinforced. Culminating performances are a meaningful and mandatory component of this class.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm; performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Demonstrate basic choral techniques
- Sing in unison and in parts
- Demonstrate correct vocal technique
- Demonstrate independence in singing
- Demonstrate appropriate performance skills and stage presence

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Follow a designated part in a musical score
- Develop sight-reading skills (i.e., recognition and performance of simple intervals)
- Develop a basic understanding of the language of music
- Demonstrate an understanding of the basic elements of music including melody, harmony, rhythm, form, texture, and tone
- Analyze form and structure of musical compositions
- Evaluate music and musical performances

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Employ a variety of musically expressive techniques

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Sing in a variety of musical styles, periods, and cultures
- Begin to recognize and identify styles of various periods of music history as well as cultural and ethnic music

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Begin to develop sense of tonality and intonation

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Participate in choral rehearsals in a disciplined and purposeful manner

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6,7, 8).

- Relate music from diverse periods and cultures to other arts, historical events, and disciplines

Boulder Valley School District Vocal Music Curriculum

Course Code: Middle Level Vocal Music
N15

Course Title: Middle Level Mixed Choir

Prerequisite: None

Middle Level Mixed Choir continues two-part singing and introduces students to three- and four-part singing. Fundamental vocal techniques will continually be reinforced. Culminating performances are a meaningful and mandatory component of this class.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Demonstrate basic choral techniques
- Sing in unison and in parts
- Demonstrate correct vocal technique
- Demonstrate independence in singing
- Demonstrate appropriate performance skills and stage presence

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Follow a designated part in a musical score
- Develop sight-reading skills (i.e., recognition and performance of simple intervals)
- Develop a basic understanding of the language of music
- Demonstrate an understanding of the basic elements of music including melody, harmony, rhythm, form, texture, and tone
- Analyze form and structure of musical compositions
- Evaluate music and musical performances

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Employ a variety of musically expressive concepts in rehearsal and performance

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Sing literature from a variety of musical styles, periods, and cultures
- Begin to recognize and identify styles of various periods of music history as well as cultural and ethnic music

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Begin to develop sense of tonality and intonation

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Participate in choral rehearsals in a disciplined and purposeful manner

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6, 7, 8)

- Relate music from diverse periods and cultures to other arts, historical events, and disciplines

Boulder Valley School District Vocal Music Curriculum

Course Code: Middle Level Vocal Music
N16

Course Title: Middle Level Select Choir

Prerequisite: Audition or teacher's consent

Middle Level Select Choir is designed for the more mature middle school singer. Emphasis will be placed on more advanced choral techniques and multi-part singing. Culminating performances are a meaningful and mandatory component of this class.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Develop more advanced choral techniques
- Sing in unison and in parts
- Demonstrate correct vocal technique
- Demonstrate independence in singing
- Demonstrate appropriate performance skills and stage presence
- Respond appropriately to director's cues

Understand basic **musical notation, terminology, and rhythm**. (Standards 1,2, 3, 4)

- Follow a designated part in a musical score
- Develop improved sight-reading skills (i.e., recognition of and performance of intervals)
- Develop a more advanced understanding of the language of music
- Demonstrate a more sophisticated understanding of the basic elements of music including melody, harmony, rhythm, form, texture, and tone
- Analyze form and structure of musical compositions
- Evaluate music and musical performances

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Employ a larger variety of musically expressive techniques

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Sing literature from a variety of musical styles, periods, and cultures
- Recognize and identify styles of various periods of music history as well as cultural and ethnic music

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Develop a more acute sense of tonality and intonation

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Participate in choral rehearsals in a disciplined and purposeful manner
- Demonstrate a growing awareness of the importance of individual responsibility in working toward group success.

Be cognizant of basic **relationships between disciplines and Historical events**. (Standards 6, 7, 8).

- Relate music from diverse periods and cultures to other arts, historical events, and disciplines

Boulder Valley School District Vocal Music Curriculum

Course Code: Middle Level Vocal Music
N17

Course Title: Middle Level Madrigals

Prerequisite: Audition or teacher's consent

Middle Level Madrigals is designed for the more mature middle school singer. Emphasis will be placed on more advanced choral techniques and multi-part singing in chamber works. Culminating performances are a meaningful and mandatory component of this class.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm; performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Develop more advanced choral techniques
- Sing in unison and in parts
- Demonstrate correct vocal technique
- Demonstrate independence in singing
- Demonstrate appropriate performance skills and stage presence
- Respond appropriately to director's cues

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Follow a designated part in a musical score
- Develop improved sight-reading skills (i.e., recognition and performance of intervals)
- Develop a more advanced understanding of the language of music
- Demonstrate a more sophisticated understanding of the basic elements of music including melody, harmony, rhythm, form, texture, and tone
- Analyze form and structure of musical compositions
- Evaluate music and musical performances

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Employ an ever-expanding range of musically expressive techniques

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Sing literature in a variety of musical styles
- Begin to recognize and identify styles of various periods of music history, particularly the Renaissance period

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Develop a more acute sense of tonality and intonation

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Participate in choral rehearsals in a disciplined and purposeful manner
- Demonstrate a growing awareness of the importance of individual responsibility in working toward group success.

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6, 7, 8).

- Relate music from diverse periods and cultures to other arts and disciplines

Boulder Valley School District Vocal Music Curriculum

**Course Code: Middle Level Show Choir
N18**

Course Title: Middle Level Show Choir

Prerequisite: Audition or Teacher's Consent

Middle Level Show Choir is a course designed to give the more advanced vocalist the opportunity to study and perform music on the advanced level in pop, show, rock, and jazz styles. Additional emphasis is placed on the continuing development of good stage presence, more advanced and student-designed choreography, and the introduction of vocal improvisation. Culminating performances are a meaningful and mandatory component of this class.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Develop more advanced choral techniques
- Sing in unison and in parts
- Demonstrate correct vocal technique
- Demonstrate independence in singing
- Demonstrate appropriate performance skills and stage presence
- Perform basic vocal improvisation
- Respond appropriately to director's cues
- Demonstrate basic concepts of good stage movement
- Demonstrate comprehension of good performer-audience communication

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Follow a designated part in a musical score
- Develop improved sight-reading skills (i.e., recognition of and performance of intervals)

- Develop a more advanced understanding of the language of music
- Demonstrate a more sophisticated understanding of the basic elements of music including melody, harmony, rhythm, form, texture, and tone
- Analyze form and structure of musical compositions
- Evaluate music and musical performances

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Employ expressive techniques specific to popular music
- Show through performance different stylistic aspects of show music, pop, rock, and jazz

Show awareness of, and experience in, a variety of **musical styles, genres, and cultures**. (Standard 8)

- Sing in a variety of musical styles
- Begin to recognize and identify styles of popular music as well as some cultural and ethnic music

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Develop a more acute sense of tonality and intonation

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Participate in choral rehearsals in a disciplined and purposeful manner
- Demonstrate a growing awareness of the importance of individual responsibility in working toward group success
- Participate in opportunities to create and teach original choreography to be performed by the group

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6, 7, 8)

- Relate music from diverse periods and cultures to other arts, historical events, and disciplines

Boulder Valley School District Vocal Music Curriculum

Course Code: Middle Level Vocal
N19

Course Title: Cambiata Choir

Prerequisite: None

Cambiata Choir is a basic course designed to introduce the changing voice to unison and part singing. Emphasis will be placed on guiding students through this transitional vocal period with confidence. Basic vocal techniques will be explored in a wide variety of musical styles, including introduction to part-singing, music reading, and theory. Culminating performances are a meaningful and mandatory component of this class.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Demonstrate basic choral techniques
- Sing in unison and in parts
- Demonstrate correct vocal technique
- Demonstrate independence in singing
- Demonstrate appropriate performance skills and stage presence

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Follow a designated part in a musical score
- Develop sight-reading skills (i.e., recognition of and performance of simple intervals)
- Develop a basic understanding of the language of music
- Demonstrate an understanding of the basic elements of music including melody, harmony, rhythm, form, texture, and tone
- Analyze form and structure of musical compositions
- Evaluate music and musical performances

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Employ a variety of musically expressive techniques

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Sing in literature from a variety of musical styles, periods, and cultures
- Begin to recognize and identify styles of various periods of music history as well as cultural and ethnic music

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Begin to develop sense of tonality and intonation

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Participate in choral rehearsals in a disciplined and purposeful manner

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6,7, 8)

- Relate music from diverse periods and cultures to other arts, historical events, and disciplines

Boulder Valley School District Instrumental Music Curriculum

Course Code: Middle Level Instrumental Music
N20

Course Title: Beginning Band (6th Grade)

Prerequisite: None

Beginning Band is a course for students with limited musical skills who are interested in learning a standard band instrument. This performance-based class includes concert attendance after school hours.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills** instrument of choice. (Standard 2)

- Demonstrate proper breathing
- Demonstrate proper fingering technique
- Demonstrate proper tone production
- Demonstrate proper articulation
- Perform band literature at the beginning level
- Keep a steady tempo

Understand basic **musical notation, terminology, and rhythm**. (Standards 2, 3, 4)

- Basic note reading within 1 1/2 octaves for the instrument
- Rhythms including notes and rests
- Meters of 3/4, 2/4 and 4/4 time,
- Key signatures through 2 flats.
- Echoing rhythmic and melodic patterns

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Keep a steady tempo
- Play and understand musical phrasing
- Perform dynamics and expressive techniques
- Demonstrate ability to recognize aurally and visually two- and four-measure phrases
- Demonstrate knowledge of the dynamics piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo
- Demonstrate understanding of the tempo indications allegro, andante, moderato and largo
- Demonstrate understanding of the style indications: accent and slur

Develop **auditory skills** for tonality and intonation. (Standard 2)

- Understand and perform in Major tonality
- Begin work in minor tonality
- Be able to identify intervals of 3rd, 4th and 5th

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standard 2)

- Develop practice skills
- Demonstrate understanding the basic principles of instrument care, safety, and maintenance

Be cognitive of basic **relationships between disciplines and historical events**. (Standards 6, 7, 8)

- Relate history and musical time periods
- Relate mathematical concepts to rhythmic concepts
- Demonstrate introductory knowledge of literary interpretation of musical phrases
- Relate geography to cultural background of pieces being performed.

Boulder Valley School District Instrumental Music Curriculum

Course Code: Middle Level Instrumental Music
N21

Course Title: Middle Level Band 1

Prerequisite: 1 year of study on a band instrument

Middle level Band 1 is a course that emphasizes a balance between technical development and performance skills. This course provides an introduction to band literature, ensemble involvement and a broader range of instrumentation. Performances after school hours are an integral part of this course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop **performance skills** on instruments. (Standards 2, 3, 4)

- Continue development of practice skills
- Accurately perform musical terms and notations at the appropriate level of literature
- Provide exposure to rehearsal situations which develop basic concepts of ensemble playing such as balance, blend, and phrasing
- Develop skills to follow a conductor
- Perform band repertoire at a standardized Grade Level of 1 – 1 1/2
- Sight read simple music on instrument
- Play simple melodies by ear

Accurately perform the following **terms, concepts and notations** according to appropriate level of literature. (Standards 1, 2)

- Performance skill in concert F, Bb and Eb Major and G and D minor tonalities
- 2/4, 3/4, 4/4 and 6/8 C, C and 3/8 meters
- Recognize 4- and 8- measure phrases
- More effective control of dynamic contrast through performance
- Understand and use tempo markings
- Analyze and describe aspects of melody

- Demonstrate understanding of rhythm through singing, clapping, and playing sixteenth notes and dotted rhythms
- Demonstrate understanding of printed music through singing and playing

Continue development of **auditory skills** for tonality and intonation. (Standard 5)

- Play in tune with self and others
- Function more comfortably in Major and minor tonalities
- Begin to aurally identify formal compositional techniques; ABA, ABBA, repeated sections, Del segno and da capo, fine, coda
- Begin to aurally identify musical devices: dynamic contrast, crescendo, diminuendo, grand pause, accelerando, ritard

Sing and play through various techniques to give evidence of understanding **musical and expressive concepts**. (Standards 1, 2, 5)

- Perform expressively and with control as indicated by the conductor

Introduction to music in a variety of musical styles, genres, and cultures. (Standards 1, 2, 5, 8)

- Begin understanding of musical styles
- Identify and perform selection in two differing styles
- Participate in initial small ensemble experience

Use cognitive skills toward knowledge of relationships between disciplines. (Standard 7)

- Demonstrate written work to describe music
- Demonstrate written practice records
- Demonstrate applications of mathematical concepts in music being performed
- Demonstrate understanding of geographical and historical concepts as relate to music being performed
- Demonstrate understanding of literary interpretation of musical phrases
- Demonstrate relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines

Boulder Valley School District Instrumental Music Curriculum

Course Code: Middle Level Instrumental Music
N22

Course Title: Middle Level Band 2

Prerequisite: At least one year of study of a band instrument

Middle level Band 2 is a course including progressively more demanding literature for band that encourages continued technical development and performance skills. Musicianship and performance skills are stressed within a fully instrumented band. Public performance after school hours is an integral part of the course and is required

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop advanced **performance skills** on instruments. (Standards 1, 2, 3)

- Development of increasingly analytical practice skills
- Accurately perform musical terms and notations at the appropriate level of literature
- Exposure to rehearsal situations which develop basic concepts of ensemble playing such as balance, blend, and phrasing
- Develop skills to follow a conductor
- Perform band repertoire at a standardized Grade Level of 2
- Develop strategies to independently choose and perform an appropriate musical style
- Accurately perform and improvise call and response phrases in a variety of styles
- Perform music indicating understanding of rhythmic, harmonic, and melodic elements
- Demonstrate timbral qualities of instrument of choice
- Sight read simple music on instrument

Accurately perform the following **terms, concepts, and notations** according to appropriate level of literature. (Standards 1, 2, 3)

- Performance skills in tonalities through 2 sharps and 2 flats and one-octave chromatic scale
- 2/4, 3/4, 4/4, C, C, 3/8 and 6/8 meters
- Recognize more advanced musical terminology, including terms in French, German, and Italian languages
- Recognize 4- and 8- and 12-measure phrases
- Recognize phrases in 12-bar blues form
- Read and notate melodic, harmonic, and rhythmic elements on instrument and on printed music
- More effective control of dynamic contrast
- Understand and use more advanced tempo markings
- Demonstrate understanding of rhythm through singing, clapping, and playing through sixteenth notes and dotted rhythms and syncopation
- Demonstrate understanding of printed music through singing and playing
- Understand and be able to aurally identify intervals of 2,3,4,5,6,7, unison and octave
- Develop an understanding of diatonic tonal centers
- Begin understanding of triads and chords. Relate tonic and dominant tendencies to elements of tension and release

Continue development of **auditory skills** for tonality and intonation. (Standard 5)

- Play more in tune with self and others
- Function more comfortably in Major and minor tonalities
- Begin develop of skills to tune the instrument

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 5)

- Perform expressively and with control as indicated by the conductor

Introduction to music in a variety of **musical styles, genres, and cultures**. (Standards 1, 2, 5, 8)

- Begin to develop solo and small ensemble skills
- Be able to effectively perform two contrasting musical styles
- Begin experiences with music of diverse styles and cultures

Be cognizant of **relationships between disciplines**. (Standard 7)

- Demonstrate written work to describe music
- Demonstrate written practice records
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate understanding of literary interpretation of musical phrases

- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines

Boulder Valley School District Instrumental Music Curriculum

Course Code: Middle Level Instrumental Music
N23

Course Title: Middle Level Band 3

Prerequisite: At least two years of study of a band instrument

Middle level Band 3 is a course that emphasizes continued development of individual playing and ensemble skills along with advancing skill in performing band repertoire. Public performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop **performance skills** on instruments. (Standards 1, 2, 3, 4)

- Demonstrate more mature and analytical practice skills
- Perform with a higher level of musical artistry and skill
- Demonstrate more advanced understanding of phrasing, blend, balance, and ensemble playing
- Expand solo and ensemble performance skills at grade level 2

Accurately perform the following **terms, concepts, and notation** according to appropriate level of literature. (Standards 1, 2, 3)

- Perform band literature at standardized level of 2-3
- Perform to illustrate understanding of balance, blend, and phrasing as are required for level-appropriate repertoire
- Achieve a higher level of technical ability in rhythmic and melodic applications
- Understand and perform simple and compound meters: 2/4, 3/4, 4/4, C, C, 3/8, 6/8, 9/8 and 12/8 meters

- Perform in keys through 2 flats and 1 sharp, beginning minor keys and chromatic scales in two octaves
- Demonstrate a mastery of reading and writing music terminology in English, French, German, and Italian, as used in repertoire

Continue development of **auditory skills** for tonality and intonation. (Standard 1, 2)

- Play more in tune
- Function more comfortably in Major and minor tonalities
- Perform call and response in a variety of styles
- Easily tune the instrument

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 5)

- Perform expressively and with control as indicated by the conductor

Introduction to music in a variety of musical **styles, genres, and cultures**. (Standards 1, 2, 5, 6, 8)

- Develop solo and small ensemble skills
- Be able to effectively perform two contrasting musical styles
- Demonstrate strategies to independently choose and perform in musical appropriate to repertoire
- Compare and perform at least three selections of different styles
- Demonstrate understanding of musical form through verbalizations

Be cognizant of **relationships between disciplines**. (Standard 7)

- Demonstrate written work to describe music
- Demonstrate written practice records
- Demonstrate applications of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate understanding of literary interpretation of musical phrases
- Demonstrate knowledge of relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice, including instrument making and repair

Boulder Valley School District Instrumental Music Curriculum

Course Code: Middle Level Instrumental Music
N24

Course Title: Middle Level Orchestra 1

Prerequisite: 1 year of study on an orchestral stringed instrument

Middle Level Orchestra 1 is a course that emphasizes a balance between technical development and performance skills. This course provides an introduction to orchestral literature, ensemble involvement, and a broader range of instrumentation. Public performances after school hours are integral parts of this course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop **performance skills** on instruments. (Standard 2)

- Continue development of practice skills
- Accurately perform musical terms and notations at the appropriate level of literature
- Provide exposure to rehearsal situations which develop basic concepts of ensemble playing such as balance, blend, and phrasing
- Follow a conductor
- Perform orchestral repertoire at a standardized Grade Level of 1 – 1 1/2
- Further solidify correct bow and instrument holds
- Accurately execute detache, detached slur and recoup bow strokes
- Begin basic shifting motions
- Sight read simple music on instrument
- Play simple melodies by ear

Accurately perform the following musical **terminology, notation, and rhythm** according to appropriate level of literature. (Standards 1, 2)

- Key signatures through two sharps and one octave chromatic scale
- 2/4, 3/4, 4/4, C, C, 3/8 and 6/8 meters

- Recognize 4-, 8-, and 12-measure phrases
- More effective control of dynamic contrast through performance
- Understand and use tempo markings
- Analyze and describe aspects of melody
- Demonstrate understanding of rhythm through singing, clapping, and playing through sixteenth notes and dotted rhythms
- Demonstrate understanding of printed music through singing and playing

Continue development of **auditory skills** for tonality and intonation. (Standard 5)

- Play in tune with self and others
- Function more comfortably in Major and minor tonalities
- Begin to aurally identify formal compositional techniques; ABA, ABBA, repeated sections, Del segno and da capo, fine, coda
- Begin to aurally identify musical events: dynamic contrast, crescendo, diminuendo, grand pause, accelerando, ritard

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 5)

- Perform expressively and with control as indicated by the conductor

Introduction to music in a variety of **musical styles, genres, and cultures**. (Standards 1, 2, 5, 8)

- Begin understanding of musical styles
- Identify and perform a musical selection in two contrasting styles
- Participate in an initial small ensemble experience

Be cognizant of **relationships between disciplines**. (Standards 6, 7, 8)

- Demonstrate written work to describe music
- Demonstrate written practice records
- Demonstrate application of mathematical concepts in music being performed
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate understanding of literary interpretation of musical phrases
- Demonstrate knowledge of the relationships of composers, arrangers and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines

Boulder Valley School District Instrumental Music Curriculum

Course Code: Middle Level Instrumental Music
N25

Course Title: Middle Level Orchestra 2

Prerequisite: At least one year of study of an orchestral stringed instrument

Middle level Orchestra 2 is a course including progressively more demanding literature for orchestra that encourages continued technical development, performance skills, and a broader range of instrumentation. Musicianship and performance skills are stressed within a stringed orchestra. Public performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop more advanced **performance skills** on instruments. (Standards 1, 2, 3)

- Develop increasingly analytical practice skills
- Accurately perform musical terms and notations at the appropriate level of literature
- Exposure to rehearsal situations which develop basic concepts of ensemble playing such as balance, blend, and phrasing
- Develop skills to follow a conductor
- Perform orchestral repertoire at a standardized grade level of 2
- Develop strategies to independently choose and perform an appropriate musical style
- Accurately perform and improvise call and response phrases in a variety of styles
- Develop bowing skills to include martele, loure, and beginning spiccato
- Begin shifting on same finger, same string
- Demonstrate understanding of upper positions
- Perform music indicating understanding of rhythmic, harmonic, and melodic elements
- Demonstrate timbral qualities of instrument of choice
- Sight read simple music on instrument
- Begin technical training in vibrato

Accurately perform and notate the following **musical terms, concepts, and notations** according to appropriate level of literature. (Standards 1, 2, 3)

- Performance skills in tonalities through 2 sharps and 1 flat and one-octave chromatic scale
- 2/4, 3/4, 4/4, C, C, 3/8 and 6/8 meters
- Recognize more advanced musical terminology, including terms in French, German, and Italian languages
- Recognize 4- and 8- and 12-measure phrases
- Recognize phrases in 12-bar blues form
- Read and notate melodic, harmonic, and rhythmic elements on instrument and on printed music
- More effective control of dynamic contrast
- Understand and use more advanced tempo markings
- Demonstrate understanding of rhythm through singing, clapping, and playing through sixteenth notes, dotted rhythms, and syncopation
- Demonstrate understanding of printed music through singing and playing
- Understand and be able to aurally identify intervals of 2,3,4,5,6,7, unison and octave
- Read notes in 3rd position and natural harmonics
- Develop an understanding of diatonic tonal centers
- Begin understanding of triads and chords. Relate tonic and dominant tendencies to elements of tension and release

Continue development of **auditory skills** for tonality and intonation. (Standards 2, 6)

- Play more in tune with self and others
- Function more comfortably in Major and minor tonalities
- Develop tuning skills

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 5)

- Perform expressively and with control as indicated by the conductor

Introduction to music in a variety of **musical styles, genres, and cultures**. (Standards 1, 2, 5, 8)

- Develop solo and small ensemble skills
- Be able to effectively perform contrasting musical styles
- Begin experiences with music of diverse styles and cultures

Be cognizant of **relationships between disciplines**. (Standard 7)

- Demonstrate written work to describe music
- Demonstrate written practice records
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate an understanding of literary interpretation of musical phrases

- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice, including instrument making and basic repair

Boulder Valley School District Instrumental Music Curriculum

Course Code: Middle Level Instrumental Music
N26

Course Title: Middle Level Orchestra 3

Prerequisite: At least two years of study of an orchestral stringed instrument

Middle level Orchestra 3 is a course that emphasizes the development of soloist capability and ensemble skills along with advancing skill in performing orchestra repertoire. Public performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm; performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop **performance skills** on instruments. (Standards 1, 2, 3, 4)

- Demonstrate more mature and analytical practice skills
- Perform with a higher level of musical artistry and skill
- Demonstrate more advanced understanding of phrasing, blend, balance, and ensemble playing
- Expand solo and ensemble performance skills at grade level 2-2 1/2
- Demonstrate performance skills in upper positions
- Exhibit ability to effectively play a spiccato bow stroke
- Develop advancing skill in vibrato

Accurately perform the following **terms, concepts, and notations** according to appropriate level of literature. (Standards 1, 2, 3, 4)

- Perform orchestra literature at standardized level of 2-3
- Illustrate understanding of balance, blend, and phrasing as are required for level-appropriate repertoire
- Achieve a higher level of technical ability in rhythmic and melodic applications
- Understand and perform simple and compound meters: 2/4, 3/4, 4/4, C, C, 3/8, 6/8, 9/8 and 12/8 meters

- Play in keys through 2 sharps and 1 flat, beginning minor keys and one-octave chromatic scale
- Demonstrate a mastery of reading and writing music terminology in English, French, German, or Italian, as used in repertoire

Continue development of **auditory skills** for tonality and intonation. (Standard 5)

- Play more in tune with self and others
- Function more comfortably in Major and minor tonalities
- Perform call and response in a variety of styles
- Tune the instrument

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 5)

- Perform expressively and with control as indicated by the conductor

Introduction to music in a variety of **musical styles, genres, and cultures**. (Standards 1, 2, 5, 6, 8)

- Develop solo and small ensemble skills
- Be able to effectively perform two contrasting musical styles
- Demonstrate strategies to independently choose and perform in the musical style appropriate to repertoire
- Demonstrate understanding of musical form through verbalizations
- Perform full orchestra literature, when schedules allow

Be cognizant of **relationships between disciplines**. (Standard 7)

- Demonstrate written work to describe music
- Demonstrate written practice records
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate an understanding of literary interpretation of musical phrases
- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice, including instrument making and basic repair

Boulder Valley School District Instrumental Music Curriculum

Course Code: Middle Level Instrumental Music
N27

Course Title: Middle Level Jazz Band

Prerequisite: At least two years of study of jazz band instrument and director's approval

Middle Level Jazz Band is a course that offers middle level musicians an opportunity to explore the musical genre of jazz, rock, and popular music with additional attention paid to improvisation. Public performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop **performance skills** on instruments. (Standards 1, 2, 3, 4)

- Improvisational performance techniques
- Ensemble performance skills
- Self-discipline in the ensemble rehearsal
- Independence in solo playing
- Mastery of mixed instrument colors
- Control of the elements of melody, rhythm, tempo and timbre

Accurately perform the following **terms, concepts, and notation** according to appropriate level of literature. (Standards 1, 2, 3)

- Rhythmic interpretation in jazz, rock, and pop idioms
- Improvisation in jazz, rock, and pop idioms
- Advanced rhythmic passages
- Note value changes
- Articulation in jazz, rock, and pop idioms
- Understand terminology of Latin, blues, swing, and funk styles

Continue development of **auditory skills** for tonality and intonation. (Standard 5)

- Intonation in Major, minor, and modal tonalities
- Improvisational singing
- Beginning transcription skills

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 5)

- Perform expressively and with control as indicated by the conductor

Introduction to music in a variety of musical **styles, genres, and cultures**. (Standards 1, 2, 5, 6, 8)

- Demonstrate understanding of the musical styles of jazz, rock, and pop as unique American art forms and develop these styles
- Demonstrate understanding of musical styles of Latin, blues, swing, and funk as influenced by multicultural ethnomusicological elements
- Perform with sensitivity to musical interpretation, articulation, balance, and blend of instruments

Be cognizant of **relationships between disciplines**. (Standards 7, 8)

- Demonstrate written work to describe music
- Demonstrate written practice records
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate understanding of literary interpretation of musical phrases
- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate applications of idiomatic style (jazz, rock, pop, Latin, blues, swing, and funk) to historical and cultural events

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N31

Course Title: Music Theory I

Prerequisite: None

Music Theory I is a course that presents students with an opportunity to broaden their knowledge of the fundamental elements of music. Included in the study are rhythm, melodic line, harmonic structure, ear-training, and sight-singing.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Compose and perform a musical score
- Employ music sight-reading skills

Understand basic **musical notation, terminology, and rhythm**. (Standards 1,2, 3, 4)

- Develop basic music reading skills
- Develop basic sight reading skills
- Create examples of various types of musical textures
- Illustrate an understanding of the fundamental rules of melodic structure, rhythmic notation, and harmonic development
- Demonstrate the use of figured bass
- Demonstrate proper use of musical notation
- Demonstrate skill in preparing a musical manuscript
- Analyze two- and three-part songs according to form and structure using either printed or recorded music
- Use a musical score, follow designated parts, and correctly identify musical terms

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Demonstrate an understanding of the use of tone colorings
- Develop an understanding of a variety of choral and instrumental styles and techniques

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Gain knowledge of differences in musical styles and genres
- Begin to recognize music from different periods in Western music history and world cultures

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Begin to develop a sense of intonation
- Demonstrate understanding of differences in tonality

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Demonstrate ability to work independently at creating and preparing performance of own composition

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6, 7, 8).

- Design a music theory project and present it in either oral or written form

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N32

Course Title: Music Theory II

Prerequisite: Music Theory I

Music Theory II is a course in music composition. Ear-training, sight-singing, and composition will be augmented with the study of four-part writing.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm; performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Compose and perform a musical score
- Employ music sight-reading skills

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Continue to develop music reading skills
- Continue to develop sight reading skills
- Create examples of various types of musical textures
- Illustrate an understanding of the fundamental rules of melodic structure, rhythmic notation, and harmonic development through composition
- Learn more advanced rules of melodic structure, rhythmic notation, and harmonic development
- Demonstrate an understanding of non-traditional choral and instrumental voicing
- Exhibit correct use of ensemble ranges
- Demonstrate the use of figured bass
- Demonstrate proper use of musical notation
- Demonstrate greater skill in preparing musical manuscript

- Analyze two- and three-part songs according to form and structure using either printed or recorded music
- Use a musical score, follow designated parts, and correctly identify musical terms

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Demonstrate an understanding of the use of tone colorings
- Further develop an understanding of a variety of choral and instrumental styles and techniques through composition

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Gain further knowledge of differences in musical styles and genres
- Recognize music from different periods in Western music history and world cultures

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Continue to hone one's sense of intonation
- Begin to utilize differences in tonality in compositions

Develop **self-discipline** as it pertains to rehearsal, practice, and performance (Standards 1 and 2)

- Work independently at creating and preparing performance of own compositions

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6, 7, 8).

- Design a music theory project and present it in either oral or written form

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N33

Course Title: AP Music Theory

Prerequisite: Music Theory I

AP Music Theory is a course in music composition. Ear-training, sight-singing, and composition will be augmented with the study of four-part writing. The College Board Advanced Placement course syllabus provides the curriculum guide for this course.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Compose and perform a musical score
- Employ music sight-reading

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Continue to develop music reading skills
- Continue to develop sight reading skills
- Create examples of various types of musical textures
- Illustrate an understanding of the fundamental rules of melodic structure, rhythmic notation, and harmonic development through composition
- Learn more advanced rules of melodic structure, rhythmic notation, and harmonic development
- Demonstrate an understanding of non-traditional choral and instrumental voicing
- Exhibit correct use of ensemble ranges
- Demonstrate the use of figured bass
- Demonstrate proper use of musical notation
- Demonstrate greater skill in preparing musical manuscript

- Analyze two- and three-part songs according to form and structure using either printed or recorded music
- Use a musical score, follow designated parts, and correctly identify musical terms

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Demonstrate an understanding of the use of tone colorings
- Continue to develop an understanding of a variety of choral and instrumental styles and techniques

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Gain further knowledge of differences in musical styles and genres
- Recognize music from different periods in Western music history and world cultures

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Continue to develop a sense of intonation
- Begin to utilize differences in tonality in compositions

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1,2)

- Work independently at creating and preparing performance of own compositions

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6,7 and 8)

- Design a music theory project and present it in either oral or written form

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N34

Course Title: Music History

Prerequisite: None

Music History outlines the development of Western music through a series of defined historical periods. Students will explore the relationships between musical styles of various time periods and the cultural, artistic, and social developments of the day. The lives of selected composers will be explored, and students will learn to differentiate between various periods in music history.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Understand differences and similarities in performance practices throughout music history

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3,4)

- Understand the basic concepts represented in a musical score
- Analyze music according to form and structure using either printed or recorded music
- Demonstrate understanding of musical conventions typical of various periods of music history

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Understand which expressive techniques were used by composers in a given period

- Explore which timbres were typically used in various periods, according to which musical instruments were available

Show awareness of and experience in a variety of **musical styles, genres, and cultures.**
(Standard 8)

- Gain knowledge of which musical styles and genres were used within a given historical period
- Understand commonalities of styles and genres used throughout music history
- Understand how musical styles and genres changed throughout different periods in music history
- Recognize music from different periods in Western music history
- Recognize different styles and genres within a given musical period

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Aurally identify music from a given historical period

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Work independently and in groups on a music history project

Be cognizant of basic **relationships between disciplines and historical events** (Standards 6, 7, 8)

- Explore the relationships between the music and other creative arts in a given period
- Explore the relationships between the music and the social and political atmosphere of a given period

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N36

Course Title: Creative Listening

Prerequisite: None

Creative Listening is designed to develop the necessary listening skills and body of knowledge that will enable students to better understand and enjoy works from the musical heritage of the Western World. The course will include the study of musical form, style, tonality, history, culture, and the lives of selected composers.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm; performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Gain a basic knowledge of choral and instrumental styles and techniques

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Understand the basics of music notation
- Follow a musical score and identify basic musical terms
- Analyze the form and structure of a piece using printed or recorded music

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Understand how musical techniques create certain expressive effects
- Explain how a piece of music affects oneself aesthetically and determine which musical elements created this effect

Show awareness of and experience in a variety of **musical styles, genres, and cultures.**
(Standard 8)

- Gain knowledge of differences in musical styles and genres
- Begin to recognize music from different periods in Western music history and world cultures

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Understand how tonality affects the listener
- Begin to develop a basic sense of intonation

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Work independently or in groups on a creative listening project

Be cognizant of basic **relationships between disciplines and historical events.** (Standards 6, 7, 8)

- Understand the role music plays in societies everywhere
- Explore the relationships between a culture's music and its social, political, economic, and artistic trends

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N38

Course Title: Popular Music and Sound Recording

Prerequisite: None

Popular Music and Sound Recording is a one-semester course designed to develop self-expression through the creation of lyrics and melodies in the style of popular music. Recording engineering techniques will be studied and applied in producing a sound recording.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Participate in solo and small ensemble performances within a studio situation
- Understand basic popular music performance techniques

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Employ basic musical notation
- Demonstrate the basics of reading chord symbols and how chords are formed
- Demonstrate understanding of basic popular music forms, such as the 12-bar blues

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Explore which musical techniques create certain expressive effects

Show awareness of and experience in a variety of **musical styles, genres, and cultures.** (Standard 8)

- Gain knowledge of differences in popular musical styles and genres
- Understand the basic history of American popular music

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Begin to develop a basic sense of intonation
- Understand differences in tonality and what expressive effects they create

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Create and rehearse compositions independently

Be cognizant of basic **relationships between disciplines and historical events.** (Standards 6, 7, 8)

- Understand basic technical aspects of music recording
- Understand cultural and historical influences on American popular music
- Write and/or research poetry for use as lyrics

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N40

Course Title: Performance Class

Prerequisite: None

Performance Class is a course designed to give students who are interested in some aspect of performance a place to experiment and perform. The atmosphere will be one of open form, emphasizing self-evaluation as well as group critique. Students will perform in both solo and group capacity in a variety of artistic areas. Professionalism, stage presence, and overall effectiveness will be stressed as well as performance techniques, effective arranging, and ensemble techniques.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic **performance skills**. (Standards 1, 2)

- Sing in English and other languages
- Participate in a variety of musical experiences in various styles and textures
- Demonstrate an understanding of phrasing, breath support, diction, and vocal projection
- Develop fundamental stage movement and blocking
- Demonstrate enjoyment of music through performance
- Sing in all registers of one's voice type
- Listen for blend and balance and adjust accordingly
- Demonstrate appropriate stage appearance
- Gain knowledge of vocal styles and techniques

Understand basic **musical notation, terminology, and rhythm**. (Standards 1, 2, 3, 4)

- Employ music reading skills

- Compose and perform a musical score
- Demonstrate effective music arranging
- Employ music sight singing skills

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Indicate understanding of conceptual indicators for dynamics and phrasing given by a director during rehearsal and performance
- Expand upon knowledge of the differences in timbre.
- Understand how various expressive elements of music affect the audience

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Gain knowledge of differences in musical styles and genres
- Begin to recognize music from different periods in Western music history and world cultures

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Monitor intonation in solo and ensembles
- Understand how changes in tonality affect the audience

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Perform with an emphasis on greater individual self-image and pride in one's accomplishments
- Rehearse acts independently, productively, and efficiently
- Develop greater leadership abilities

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6, 7, 8)

- Understand how one's performance fits within the greater cultural picture
- Research and write effective program notes

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N50

Course Title: Vocal Ensemble

Prerequisite: None

Vocal Ensemble is a course that offers students an opportunity to prepare solo and small ensemble literature. The class will be conducted in a studio situation with individual assistance available. Literature will range from Art Songs and arias to jazz, show, and pop tunes. Performances will be held in a studio situation.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate **basic performance skills**. (Standards 1, 2)

- Sing in English and other languages
- Participate in a variety of musical experiences in various styles and textures
- Demonstrate an understanding of phrasing, breath support, diction, and vocal projection
- Develop fundamental stage movement and blocking
- Demonstrate enjoyment of music through performance
- Sing in all registers of one's voice type
- Listen for blend and balance and adjust accordingly
- Demonstrate appropriate stage appearance
- Gain knowledge of vocal styles and techniques
- Sing solo and in multiple parts

Understand basic **musical notation, terminology, and rhythm**. (Standards 1,2, 3, 4)

- Develop and employ music reading skills
- Develop and employ music sight singing skills

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Indicate understanding of conceptual indicators for dynamics and phrasing given by a director during rehearsal and performance
- Expand upon knowledge of the differences in timbre.
- Understand how various expressive elements of music affect the audience's experience

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Gain knowledge of differences in musical styles and genres
- Begin to recognize music from different periods in Western music history and world cultures

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Monitor intonation in solo and ensembles
- Understand how changes in tonality affect the audience's experience

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Perform with an emphasis on greater individual self-image and pride in one's accomplishments
- Rehearse acts independently, productively, and efficiently
- Develop greater leadership abilities

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6, 7, 8).

- Understand how one's performance fits within the greater cultural picture
- Research and write effective program notes

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N54

Course Title: Choir

Prerequisite: None

Choir is a vocal ensemble designed to introduce singers to choral ensembles at the high school level. A wide variety of vocal techniques will be presented and utilized. Culminating performances are a meaningful and mandatory component of this class.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm; performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate **basic performance skills**. (Standards 1, 2)

- Participate in a choral ensemble similar in rehearsal style, performance expectations, and literature to that of an advanced choir
- Sing in English and other languages
- Participate in a variety of musical experiences in various styles and textures
- Demonstrate an understanding of phrasing, breath support, diction, and vocal projection
- Develop fundamental stage movement
- Demonstrate enjoyment of music through performance
- Sing in all registers of one's voice type
- Listen for blend and balance and adjust accordingly
- Demonstrate appropriate stage appearance
- Gain knowledge of vocal styles and techniques
- Sing in unison and in multiple parts
- Understand and respond to director's cues

Understand basic **musical notation, terminology, and rhythm**. (Standards 1,2, 3, 4)

- Develop and employ music reading skills

- Develop and employ music sight singing skills

Show awareness of differences in **musical styles, genres, and cultures**. (Standard 8)

- Gain knowledge of differences in musical styles and genres
- Begin to recognize music from different periods in Western music history and world cultures

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts**. (Standards 1, 2, 5, 7)

- Indicate understanding of conceptual indicators for dynamics and phrasing given by a director during rehearsal and performance
- Expand upon knowledge of the differences in timbre.
- Understand how various expressive elements of music affect the listener's experience
- Develop mature musical tastes

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Monitor own intonation in ensembles
- Understand how changes in tonality affect the listener's experience

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Perform with an emphasis on greater individual self-image and pride in one's accomplishments
- Participate in a purposeful and productive rehearsal
- Develop greater leadership abilities
- Demonstrate professionalism

Be cognizant of basic **relationships between disciplines and historical events**. (Standards 6, 7, 8)

- Recognize the advantages of performing in a choir and its function in related adult civic organizations
- Begin to understand the cultural and historical significance of music throughout history

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N60

Course Title: Concert Choir

Prerequisite: None

Concert Choir elaborates on concepts and techniques explored in Choir. A wide variety of vocal techniques will be presented and utilized. Culminating performances are a meaningful and mandatory component of this class.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm; performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate **basic performance skills**. (Standards 1, 2)

- Participate in a choral ensemble similar in rehearsal style, performance expectations, and literature to that of an advanced choir
- Sing in English and other languages
- Participate in a variety of musical experiences in various styles and textures
- Demonstrate an understanding of phrasing, breath support, diction, and vocal projection
- Develop fundamental stage movement
- Demonstrate enjoyment of music through performance
- Sing in all registers of one's voice type
- Listen for blend and balance and adjust accordingly
- Demonstrate appropriate stage appearance
- Gain knowledge of vocal styles and techniques
- Sing in unison and in multiple parts
- Understand and respond to director's cues

Understand basic **musical notation, terminology, and rhythm.** (Standards 1,2, 3, 4)

- Develop and employ music reading skills
- Develop and employ music sight singing skills

Show awareness of differences in **musical styles, genres, and cultures.** (Standard 8)

- Gain knowledge of differences in musical styles and genres
- Begin to recognize music from different periods in Western music history and world cultures

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts.** (Standards 1, 2, 5, 7)

- Indicate understanding of conceptual indicators for dynamics and phrasing given by a director during rehearsal and performance
- Expand upon knowledge of the differences in timbre.
- Understand how various expressive elements of music affect the listener's experience
- Develop mature musical tastes

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Monitor own intonation in ensembles
- Understand how changes in tonality affect the listener's experience

Develop **self-discipline** as it pertains to rehearsal, practice, and performance (Standards 1, 2)

- Perform with an emphasis on greater individual self-image and pride in one's accomplishments
- Participate in a purposeful and productive rehearsal
- Develop greater leadership abilities
- Demonstrate professionalism

Be cognizant of basic **relationships between disciplines and historical events.** (Standards 6, 7, 8).

- Recognize the advantages of performing in a choir and its function in related adult civic organizations
- Begin to understand the cultural and historical significance of music throughout history

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N62

Course Title: Select Choir

Prerequisite: Audition or instructor's consent

Select Choir is a more advanced ensemble focusing on more difficult choral works. Emphasis will be placed on developing more advanced musicianship and professionalism. A wide variety of advanced vocal and choral techniques will be explored in-depth. Culminating performances are a meaningful and mandatory component of this class.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic performance skills. (Standards 1, 2)

- Participate in a choral ensemble with the rehearsal style, performance expectations, and literature of an advanced choir
- Sing in English and other languages
- Participate in a variety of musical experiences in various styles and textures
- Demonstrate an understanding of phrasing, breath support, diction, and vocal projection
- Demonstrate enjoyment of music through performance
- Sing in all registers of one's voice type
- Listen for blend and balance and adjust accordingly
- Demonstrate appropriate stage appearance
- Understand and utilize advanced vocal styles and techniques
- Sing in unison and in multiple parts
- Understand and respond to director's cues

Understand basic **musical notation, terminology, and rhythm.** (Standards 1,2, 3, 4)

- Continue to develop and employ music reading skills
- Continue to develop and employ music sight singing skills

Show awareness of differences in **musical styles, genres, and cultures.** (Standard 8)

- Show knowledge of differences in musical styles and genres
- Recognize music from different periods in Western music history

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts.** (Standards 1, 2, 5, 7)

- Indicate understanding of conceptual indicators for dynamics and phrasing given by a director during rehearsal and performance
- Expand upon knowledge of the differences in timbre.
- Understand how various expressive elements of music affect the listener's experience
- Develop mature musical tastes

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Monitor own intonation in ensembles
- Understand how changes in tonality affect the listener's experience

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standard 8)

- Perform with an emphasis on greater individual self-image and pride in one's accomplishments
- Participate in a purposeful and productive rehearsal
- Develop greater leadership abilities
- Demonstrate professionalism

Be cognizant of basic **relationships between disciplines and historical events.** (Standards 6, 7, 8).

- Recognize the advantages of performing in a choir and its function in related adult civic organizations
- Understand the cultural and historical significance of music throughout history

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N64

Course Title: Festival Choir

Prerequisite: Audition or Instructor's Consent

Festival Choir is a more advanced ensemble focusing on more difficult choral works. Emphasis will be placed on developing more advanced musicianship and professionalism. A wide variety of advanced vocal and choral techniques will be explored in-depth. Culminating performances are a meaningful and mandatory component of this class.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate **basic performance skills**. (Standards 1, 2)

- Participate in a choral ensemble with the rehearsal style, performance expectations, and literature of an advanced choir
- Sing in English and other languages
- Participate in a variety of musical experiences in various styles and textures
- Demonstrate an understanding of phrasing, breath support, diction, and vocal projection
- Demonstrate enjoyment of music through performance
- Sing in all registers of one's voice type
- Listen for blend and balance and adjust accordingly
- Demonstrate appropriate stage appearance
- Understand and utilize advanced vocal styles and techniques
- Sing in unison and in multiple parts
- Understand and respond to director's cues

Understand basic **musical notation, terminology, and rhythm.** (Standards 1, 2, 3, 4)

- Continue to develop and employ music reading skills
- Continue to develop and employ music sight singing skills

Show awareness of differences in **musical styles, genres, and cultures.** (Standard 8)

- Show knowledge of differences in musical styles and genres
- Recognize music from different periods in Western music history

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts.** (Standards 1, 2, 5, 7)

- Indicate understanding of conceptual indicators for dynamics and phrasing given by a director during rehearsal and performance
- Expand upon knowledge of the differences in timbre.
- Understand how various expressive elements of music affect the listener's experience
- Develop mature musical tastes

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Monitor own intonation in ensembles
- Understand how changes in tonality affect the listener's experience

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Perform with an emphasis on greater individual self-image and pride in one's accomplishments
- Participate in a purposeful and productive rehearsal
- Develop greater leadership abilities
- Demonstrate professionalism

Be cognizant of basic **relationships between disciplines and historical events.** (Standards 6,7, 8).

- Recognize the advantages of performing in a choir and its function in related adult civic organizations
- Understand the cultural and historical significance of music throughout history

Boulder Valley School District Vocal Music Curriculum

Course Code: High School Vocal Music
N68

Course Title: Show Choir I

Prerequisite: Audition or Instructor's Consent

Show Choir focuses on the performance of vocal music in the popular idiom. Emphasis will be placed on developing appropriate vocal techniques and stage presence to create an effective overall performance. Culminating performances are a meaningful and mandatory component of this class.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop and demonstrate basic performance skills. (Standards 1, 2)

- Participate in a choral ensemble with a rehearsal style, performance expectations, and literature similar to an advanced choir
- Sing in English and other languages
- Participate in a variety of musical experiences in various styles and textures
- Demonstrate an understanding of phrasing, breath support, diction, and vocal projection
- Demonstrate enjoyment of music through performance
- Sing in all registers of one's voice type
- Listen for blend and balance and adjust accordingly
- Demonstrate appropriate stage appearance
- Understand and utilize appropriate vocal styles and techniques
- Sing in unison and in multiple parts
- Understand and respond to director's cues
- Develop fundamental stage movement and blocking

Understand basic **musical notation, terminology, and rhythm.** (Standards 1, 2, 3, 4)

- Continue to develop and employ music reading skills
- Continue to develop and employ music sight singing skills

Show awareness of differences in **musical styles, genres, and cultures.** (Standard 8)

- Show knowledge of differences in musical styles and genres
- Recognize music from different periods in Western music history, particularly in the popular idiom

Sing and play through various techniques to give evidence to exemplify **musical and expressive concepts.** (Standards 1, 2, 5, 7)

- Indicate understanding of conceptual indicators for dynamics and phrasing given by a director during rehearsal and performance
- Expand upon knowledge of the differences in timbre
- Understand how various expressive elements of music affect the listener's experience
- Continue to develop mature musical tastes

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Monitor own intonation in ensembles
- Understand how changes in tonality affect the listener's experience

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standards 1, 2)

- Perform with an emphasis on greater individual self-image and pride in one's accomplishments
- Participate in a purposeful and productive rehearsal
- Develop greater leadership abilities
- Demonstrate professionalism
- Have the opportunity to choreograph and teach movement to the ensemble

Be cognizant of basic **relationships between disciplines and historical events.** (Standards 6, 7, 8).

- Recognize the advantages of performing in a choir and its function in related adult civic organizations
- Understand the cultural and historical significance of music throughout history, particularly American popular music

Boulder Valley School District Instrumental Music Curriculum

Course Code: High School Instrumental Music
N71

Course Title: Band Level 1

Prerequisite: At least 3 years of study of a band instrument or appropriate experience or permission of instructor

Band Level 1 is a course that emphasizes the organization, preparation, and performance of a variety of band music. The yearlong course will explore both the marching and concert bands. Included in the course is the study of those basic musical and physical coordination skills for band performances. In addition, a variety of group and individual leadership programs are presented. Public performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Understand **musical notation, terminology, and rhythm**. (Standards 3, 4)

- Perform in keys up to 2 flats and sharps and chromatic scales within range of instrument of choice
- Perform accurately all time signatures and mixed meter
- Compose or arrange music in distinct styles, demonstrating creativity in the use of the elements of music for expressive effect
- Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- Sight-read, accurately and expressively, music with a level of difficulty of 3 on a scale of 1 – 6

Develop and demonstrate **performance techniques** on instrument of choice. (Standard 2)

- Exhibit an advancing level of proficiency in performance of band literature at a proficiency level of 3 on a scale of 1 – 6

- Demonstrate ability to perform advancing techniques such as slurring multiple notes, staccato and legato articulations, double tonguing, advanced stick techniques,
- Perform in small ensembles with one student on a part

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 7)

- Perform expressively and with control as indicated by the conductor
- Make musical decisions in small ensembles relating to expressive elements of performance
- Show through description and performance, understanding of the standard expressive elements of tension/release and redundancy/revelation
- Develop skills in performing call and response phrases

Develop **auditory skills** for tonality and intonation.
(Standard 2)

- Exhibit evaluative skills in band literature and performance
- 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

Show awareness of and experience in a variety of **musical styles, genres, and cultures**.
(Standard 8)

- Knowledge of musicians, composers, and influences in the history of music

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standard 2)

- Develop an awareness of the individual's role as an integral part of the total program

Be cognizant of **relationships between disciplines and historical events**. (Standards 6,7, 8)

- Demonstrate written work to describe music
- Demonstrate written practice records, when appropriate
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as relate to music being performed
- Demonstrate understanding of literary interpretation of musical phrases
- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice

Boulder Valley School District Instrumental Music Curriculum

Course Code: High School Instrumental Music
N72

Course Title: Band Level 2

Prerequisite: At least 3 years of study of a band instrument, appropriate experience, or permission of instructor

Band Level 2 is a course that further explores the organization, preparation, and performance concepts of a contemporary band. The yearlong course will further explore both the marching and concert band idioms. Included is the study of more intricate music and both affective and physical coordination skills necessary for band performances. In addition, a variety of group and individual leadership positions will be available. Public performance after school hours is an integral part of the course and is required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Understand **musical notation, terminology, and rhythm**. (Standards 3, 4)

- Perform in keys up to 2 flats and sharps and chromatic scales within range of instrument of choice
- Perform accurately all time signatures and mixed meter
- Compose or arrange music in distinct styles, demonstrating creativity in the use of the elements of music for expressive effect
- Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- Sight-read, accurately and expressively, music with a level of difficulty of 3 on a scale of 1 – 6

Develop and demonstrate **performance techniques** on instrument of choice. (Standard 2)

- Exhibit an advancing level of proficiency in performance of band literature at proficiency level of 4 on a scale of 1 – 6

- Demonstrate ability to perform advancing techniques such as slurring multiple notes, staccato and legato articulations, double- and triple-tonguing, advanced stick techniques,
- Perform in small ensembles with one student on a part

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 7)

- Perform expressively and with control as indicated by the conductor
- Make musical decisions in small ensembles relating to expressive elements of performance
- Show through description and performance, understanding of the standard expressive elements of tension/release and redundancy/revelation

Develop **auditory skills** for tonality and intonation. (Standard 2)

- Exhibit evaluative skills in band literature and performance
- 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

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Knowledge of musicians, composers, and influences in the history of the idiom

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standard 2)

- Develop an awareness of the individual's role as an integral part of the total program

Be cognizant of **relationships between disciplines and historical events**. (Standards 6,7, 8)

- Demonstrate written work to describe music
- Demonstrate written practice records, when appropriate
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as relate to music being performed
- Demonstrate understanding of literary interpretation of musical phrases
- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice

Boulder Valley School District Instrumental Music Curriculum

Course Code: High School Instrumental Music
N73

Course Title: Band Level 3

Prerequisite: At least 4 years of study of a band instrument, appropriate experience, and/or permission of the instructor

Band level 3 is a course that emphasizes the highest degree of band performance. The level 3 students assume many of the varied responsibilities of organizing the band and rehearsals. The yearlong course will further explore some of the most complex aspects of a performing band program. In addition, special opportunities are given for leadership training. Public performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Understand **musical notation, terminology, and rhythm**. (Standards 3, 4)

- Perform in keys up to 2 flats and sharps and chromatic scales within range of instrument of choice
- Perform accurately all time signatures and mixed meter
- Compose or arrange music in distinct styles, demonstrating creativity in the use of the elements of music for expressive effect
- Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- Sight-read, accurately and expressively, music with a level of difficulty of 4 on a scale of 1 – 6

Develop and demonstrate **performance techniques** on instrument of choice. (Standards 2, 3)

- Exhibit an advanced level of proficiency in performance of band literature at a proficiency level of 5 on a scale of 1 – 6

- Demonstrate ability to perform advanced techniques such as slurring multiple notes, staccato and legato articulations, double- and triple-tonguing, advanced stick techniques,
- Perform in small ensembles with one student on a part
- Improvise simple melodies with a given chord progression

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 6, 7)

- Perform expressively and with control as indicated by the conductor
- Make musical decisions in sectionals and small ensembles relating to expressive elements of performance
- Be able to lead rehearsals of small ensembles and sectionals from a larger ensemble
- Show through description and performance, understanding of the standard expressive elements of tension/release and redundancy/revelation
- Develop skills in performing call and response phrases
- Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive
- Make comparisons and identify contrast between works of music and performances

Develop **auditory skills** for tonality and intonation. (Standard 2)

- Exhibit evaluative skills in band literature and performance
- 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

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Knowledge of musicians and influences in the history of the idiom

Develop **self-discipline** as it pertains to rehearsal, practice, and performance (Standard 2)

- Develop an awareness of the individual's role as an integral part of the total program

Be cognizant of **relationships between disciplines and historical events**. (Standards 6,7, 8)

- Demonstrate written work to describe music
- Demonstrate written practice records
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate understanding of the literary interpretation of musical phrases
- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines

- Demonstrate understanding of the physical properties of the instrument of choice

Boulder Valley School District Instrumental Music Curriculum

Course Code: High School Instrumental Music
N75

Course Title: Jazz Band 1

Prerequisite: At least 3 years of study of a jazz band instrument and/or approval of the instructor

Jazz Band 1 is a course that offers student musicians experience in and opportunity to perform the musical forms of jazz, rock, and popular music with additional emphasis on advancing improvisational techniques. Public performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop **performance** skills on instruments. (Standards 1, 2, 3)

- Exhibit beginning level of proficiency in performance of jazz literature
- Prepare for performance and/or evaluation several representative selections of jazz literature
- Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Demonstrate **cognitive skills** through performance, and description of the following **terms, concepts and notations** according to appropriate level of literature. (Standards 1, 2, 3)

- Intermediate knowledge of rhythmic interpretation and articulation as inherent to jazz, rock, and popular styles.
- Demonstrate intermediate knowledge of jazz chord progressions, creating appropriate corresponding melodic lines
- Transcribe solos performed in the idiom

Continue development of **auditory skills** for tonality and intonation. (Standards 1, 3, 4, 5, 6)

- Audiate chord progressions while listening to idiomatic music
- Improvise basic melodic lines to match a pre-determined chord progression
- Use voice to compose and improvise melodies to be later performed on instrument
- Describe and compare forms

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 7)

- Perform expressively and with control as indicated by the conductor
- Make musical decisions in small ensembles relating to expressive elements of performance
- Show through description and performance, understanding of the standard expressive elements of tension/release and redundancy/revelation
- Demonstrate skills in call and response phrasing

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Show knowledge of musicians and influences in the history of jazz
- Distinguish musical styles

Be cognizant of **relationships between disciplines**. (Standard 7)

- Demonstrate awareness of him (her) self as an integral part of the performing organization
- Work with others toward preparation of quality performance
- Demonstrate written work to describe music
- Demonstrate written practice records
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate understanding of literary interpretation of musical phrases
- Demonstrate knowledge of relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice

Boulder Valley School District Instrumental Music Curriculum

Course Code: High School Instrumental Music
N76

Course Title: Jazz Band 2

Prerequisite: At least 1 year of study of a jazz band instrument and/or director's approval

Jazz Band 2 is a course that offers student musicians experience in and opportunity to perform the musical forms of jazz, rock, and popular music with additional emphasis on advancing improvisational techniques. Public performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm; performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop **performance** skills on instruments. (Standards 1, 2, 3)

- Exhibition of advancing level of proficiency in performance of jazz literature
- Prepare for performance and/or evaluation several representative selections of jazz literature
- Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Demonstrate **cognitive skills** through performance, and description of the following **terms, concepts, and notations** according to appropriate level of literature. (Standards 1, 2, 3)

- Intermediate knowledge of rhythmic interpretation and articulation as inherent to jazz, rock, and popular styles.
- Demonstrate advancing knowledge of jazz chord progressions, creating appropriate corresponding melodic lines
- Transcribe solos performed in the idiom

Continue development of **auditory skills** for tonality and intonation. (Standard 3,4,5, 6)

- Audiate chord progressions while listening to idiomatic music
- Improvise basic melodic lines to match a pre-determined chord progression
- Use voice to compose and improvise melodies to be later performed on instrument
- Describe and compare forms

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 7)

- Perform expressively and with control as indicated by the conductor
- Make musical decisions in small ensembles relating to expressive elements of performance
- Show through description and performance, understanding of the standard expressive elements of tension/release and redundancy/revelation
- Demonstrate skills in performing call and response phrases

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Knowledge of musicians and influences in the history of the idiom
- Distinguish musical styles

Be cognizant of **relationships between disciplines**. (Standard 7)

- Demonstrate awareness of him (her) self as an integral part of the performing organization
- Work with others toward preparation of quality performance
- Demonstrate written work to describe music
- Demonstrate written practice records
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate understanding of literary interpretation of musical phrases
- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
- Application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice

Boulder Valley School District Instrumental Music Curriculum

Course Code: High School Instrumental Music
N77

Course Title: Jazz Band 3

Prerequisite: Appropriate experience in playing a jazz band instrument and/or permission of instructor

Jazz Band 3 is a course that offers student musicians experience in and opportunity to perform the musical forms of jazz music with additional emphasis on advancing improvisational techniques. Public performance after school hours is an integral part of the course and is required

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Develop **performance** skills on instruments. (Standards 1, 2, 3)

- Exhibit an advanced level of proficiency in performance of jazz literature
- Prepare for performance and/or evaluation several representative selections of jazz literature
- Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

Demonstrate **cognitive skills** through performance, and description of the following **terms, concepts and notations** according to appropriate level of literature. (Standards 1, 2, 3)

- Demonstrate advanced knowledge of rhythmic interpretation and articulation as inherent to jazz, rock, and popular styles.
- Demonstrate advanced knowledge of jazz chord progressions, creating appropriate corresponding melodic lines
- Transcribe solos performed in the idiom

Continue development of **auditory skills** for tonality and intonation. (Standard 3, 4, 5, 6)

- Audiate chord progressions while listening to idiomatic music
- Improvise advanced melodic lines to match a pre-determined chord progression
- Use voice to compose and improvise melodies to be later performed on instrument
- Describe and compare forms

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Knowledge of musicians and influences in the history of the idiom
- Distinguish musical styles

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 7)

- Perform expressively and with control as indicated by the conductor
- Make musical decisions in small ensembles relating to expressive elements of performance
- Show through description and performance, understanding of the standard expressive elements of tension/release and redundancy/revelation
- Demonstrate skill in performing call and response phrases

Be cognizant of **relationships between disciplines**. (Standard 7)

- Demonstrate awareness of him (her) self as an integral part of the performing organization
- Work with others toward preparation of quality performance
- Demonstrate written work to describe music
- Demonstrate written practice records
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate understanding of literary interpretation of musical phrases
- Demonstrate knowledge of relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice

Boulder Valley School District Instrumental Music Curriculum

Course Code: High School Instrumental Music
N81

Course Title: Orchestra Level 1

Prerequisite: Previous study of a stringed orchestral instrument

Orchestra Level 1 offers technical and musical training and opportunities for development in group settings for orchestral musicians. Students become familiar with great works of music as well as developing technical and personal growth. Winds and percussion may be incorporated to provide for a full orchestral experience. Performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Understand **musical notations, terminology, and rhythm**. (Standards 3, 4)

- Perform in keys up to 2 flats and 2 sharps and chromatic scales within range of instrument of choice
- Perform accurately all time signatures and mixed meter
- Sight-read, accurately and expressively, music with a level of difficulty of 3 on a scale of 1 – 6

Develop and demonstrate **performance techniques** on instrument of choice. (Standard 2)

- Exhibit an advancing level of proficiency in performance of orchestral literature at level 3 1/2
- Perform at a technical proficiency level of 3 on a scale of 1 - 6
- Demonstrate ability to perform advancing techniques such as slurring multiple notes, staccato and legato articulations, spiccato and loure bowings
- Demonstrate comfort playing in upper positions and demonstrate ability to shift
- Perform in small ensembles with one student on a part
- Improvise simple melodies with a given chord progression

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 7)

- Perform expressively and with control as indicated by the conductor
- Make musical decisions in small ensembles relating to expressive elements of performance
- Show through description and performance, understanding of the standard expressive elements of tension/release and redundancy/revelation

Develop **auditory skills** for tonality and intonation. (Standards 1, 2)

- Exhibit evaluative skills in orchestral literature and performance
- Sing melodies to be played without accompaniment
- 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

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Knowledge of musicians, composers, and influences in the history of the idiom

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standard 2)

- Show an awareness of the individual's role as an integral part of the total program
- Demonstrate written practice records

Be cognizant of **relationships between disciplines and historical events**. (Standards 6,7, 8)

- Demonstrate written work to describe music
- Demonstrate written practice records, when appropriate
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate an understanding of literary interpretation of musical phrases
- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice

Boulder Valley School District Instrumental Music Curriculum

Course Code: High School Instrumental Music
N82

Course Title: Orchestra Level 2

Prerequisite: At least 2 years of study of a stringed orchestral instrument

Orchestra Level 2 offers technical and musical training at an advancing level and opportunities for development in group settings for orchestral musicians. Students become familiar with great works of music as well as developing the technical and personal growth. Winds and percussion may be incorporated to provide for a full orchestral experience. Performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Understand **musical notations, terminology, and rhythm**. (Standards 3, 4)

- Perform in keys up to 2 flats and sharps and chromatic scales within range of instrument of choice
- Perform accurately all time signatures and mixed meter
- Sight-read, accurately and expressively, music with a level of difficulty of 3 on a scale of 1 – 6

Develop and demonstrate **performance techniques** on instrument of choice.
(Standard 2)

- Exhibit an advancing level of proficiency in performance of orchestral literature at grade level 3 1/2
- Perform at a technical proficiency level of 3 on a scale of 1 - 6
- Demonstrate ability to perform advancing techniques such as slurring multiple notes, staccato and legato articulations, spiccato and loure bowings
- Perform with an accurate and effective vibrato
- Demonstrate comfort playing in upper positions and ability to shift

- Perform in small ensembles with one student on a part, as appropriate
- Improvise simple melodies with a given chord progression

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 3, 7)

- Perform expressively and with control as indicated by the conductor
- Make musical decisions in small ensembles relating to expressive elements of performance
- Use vibrato appropriately and expressively
- Exhibit through performance understanding of portamento, glissando, sul ponticello and col legno
- Show through description and performance, understanding of the standard expressive elements of tension/release and redundancy/revelation
- Show through description and performance, understanding of the standard expressive elements of tension/release and redundancy/revelation

Develop **auditory skills** for tonality and intonation. (Standard 2)

- Exhibit evaluative skills in orchestral literature and performance
- Sing melodies to be played without accompaniment
- 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

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Knowledge of musicians, composers, and influences in the history of the idiom

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standard 2)

- Develop an awareness of the individual's role as an integral part of the total program
- Demonstrate written practice records

Be cognizant of **relationships between disciplines and historical events**. (Standards 6, 7, 8)

- Demonstrate written work to describe music
- Demonstrate application of mathematical concepts
- Demonstrate an understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate an understanding of literary interpretation of musical phrases
- Demonstrate knowledge of relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice

Boulder Valley School District Instrumental Music Curriculum

Course Code: High School Instrumental Music
N83

Course Title: Orchestra Level 3

Prerequisite: At least 2 years of study of an orchestral stringed instrument

Orchestra Level 3 offers technical and musical training at an advanced level and opportunities for development in group settings for orchestral musicians. Students become familiar with great works of music as well as developing the technical and personal growth. Winds and percussion may be incorporated to provide for a full orchestra experience. Public performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Understand **musical notations, terminology, and rhythm**. (Standards 3, 4)

- Perform in keys up to 2 flats and sharps and chromatic scales within range of instrument of choice
- Perform accurately all time signatures and mixed meter
- Sight-read, accurately and expressively, music with a level of difficulty of 3 on a scale of 1 – 6

Develop and demonstrate **performance techniques** on instrument of choice. (Standard 2)

- Exhibit an advanced level of proficiency in performance of orchestral literature
- Perform at a technical proficiency level of 4 on a scale of 1 - 6
- Demonstrate ability to perform advancing techniques such as slurring multiple notes, staccato and legato articulations, spiccato and loure bowings
- Comfort playing in 1st through 5th positions and ability to shift among them
- Perform in small ensembles with one student on a part
- Improvise simple melodies with a given chord progression

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 6, 7)

- Perform expressively and with control as indicated by the conductor
- Make musical decisions in small ensembles relating to expressive elements of performance
- Show through description and performance, understanding of the standard expressive elements of tension/release and redundancy/revelation
- Analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive
- Make comparisons and identify contrast between works of music and performances

Develop **auditory skills** for tonality and intonation. (Standard 2)

- Exhibit evaluative skills in orchestral literature and performance
- Sing melodies to be played without accompaniment and in more than one part
- 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

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Knowledge of musicians, composers, and influences in the history of the idiom

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standard 2)

- Develop an awareness of the individual's role as an integral part of the total program
- Demonstrate written practice records

Be cognizant of **relationships between disciplines and historical events**. (Standards 6, 7, 8)

- Demonstrate written work to describe music
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate understanding of literary interpretation of musical phrases
- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice

Boulder Valley School District Instrumental Music Curriculum

Course Code: High School Instrumental Music
N84

Course Title: Orchestra Winds

Prerequisites: At least 3 years of study of a band instrument. Approval of band and orchestra directors

Orchestra Winds is a course that provides the opportunity for wind players to play and become acquainted with orchestral and/or symphonic music. The course is limited to students with high interest, self-motivation, and ability. Public performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm; performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Understand **musical notation, terminology, and rhythm**. (Standards 3, 4)

- Perform in keys up to 2 flats and sharps and chromatic scales within range in concert Bb
- Perform accurately all time signatures and mixed meter
- Sight-read, accurately and expressively, music with a level of difficulty of 3 on a scale of 1 – 6

Develop and demonstrate **performance techniques** on instrument of choice. (Standard 2)

- Exhibit an advanced level of proficiency in performance of orchestral literature
- Perform at a technical proficiency level of 4 or 5 on a scale of 1 - 6
- Demonstrate ability to perform advancing techniques on instrument of choice

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 6, 7)

- Perform expressively and with control as indicated by the conductor
- Make musical decisions in small ensembles relating to expressive elements of performance
- Show through description and performance, understanding of the standard expressive elements of tension/release and redundancy/revelation
- Analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive
- Make comparisons and identify contrast between works of music and performances

Develop **auditory skills** for tonality and intonation. (Standard 2)

- Exhibit evaluative skills in orchestral literature and performance
- Sing melodies to be played without accompaniment and in more than one part
- 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

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Knowledge of musicians, composers, and influences in the history of the idiom

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standard 2)

- Develop an awareness of the individual's role as an integral part of the total program

Be cognizant of **relationships between disciplines and historical events**. (Standards 6,7, 8)

- Demonstrate written work to describe music
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate an understanding of literary interpretation of musical phrases
- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice

Boulder Valley School District Instrumental Music Curriculum

Course Code: High School Instrumental Music
N86

Course Title: Chamber Orchestra

Prerequisites: Appropriate playing level on an orchestra stringed instrument and approval of the orchestra teacher.

The Chamber Orchestra provides the opportunity for string students to acquire experience and skill in a small select string orchestra. Special emphasis on solo playing and leadership are inherent in the unique literature performed by chamber orchestra. Public performances after school hours are an integral part of the course and are required.

ESSENTIAL LEARNING RESULTS OUTLINE OF SPECIFIC SKILLS AND KNOWLEDGE

ESSENTIAL LEARNING RESULTS

Essential learning results for vocal music classes manifest themselves in several general categories. Results occur in the areas of **musical notation, terminology, and rhythm**; **performance techniques**; exhibition of **musical and expressive concepts**; development of **auditory skills**; experience in a variety of **musical styles, genres, and cultures**; development of **self-discipline**; and knowledge of **relationships between disciplines and historical events**.

SPECIFIC SKILLS AND KNOWLEDGE

Understand **musical notation, terminology, and rhythm**. (Standards 3, 4)

- Perform in keys up to 2 flats and sharps and chromatic scales within range of instrument of choice
- Perform accurately all time signatures and mixed meter
- Sight-read, accurately and expressively, music with a level of difficulty of 3 on a scale of 1 – 6

Develop and demonstrate **performance techniques** on instrument of choice. (Standard 2)

- Exhibit an advanced level of proficiency in performance of orchestral literature
- Perform at a technical proficiency level of 4 or 5 on a scale of 1 - 6
- Demonstrate ability to perform advancing techniques such as slurring multiple notes, staccato and legato articulations, spiccato and loure bowings
- Demonstrate comfort playing in upper positions and ability to shift among them
- Perform in small ensembles with one student on a part

Sing and play through various techniques to give evidence of understanding of **musical and expressive concepts**. (Standards 1, 2, 6,7)

- Perform expressively and with control as indicated by the conductor
- Make musical decisions in small ensembles relating to expressive elements of performance
- Show through description and performance understanding of the standard expressive elements of tension/release and redundancy/revelation
- Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive
- Make comparisons and identify contrast between works of music and performances

Develop **auditory skills** for tonality and intonation. (Standard 2)

- Exhibit evaluative skills in orchestral literature and performance
- Sing melodies to be played without accompaniment and in more than one part
- 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

Show awareness of and experience in a variety of **musical styles, genres, and cultures**. (Standard 8)

- Knowledge of musicians, composers, and influences in the history of the idiom

Develop **self-discipline** as it pertains to rehearsal, practice, and performance. (Standard 2)

- Develop an awareness of the individual's role as an integral part of the total program

Be cognizant of **relationships between disciplines and historical events**. (Standards 6,7, 8)

- Demonstrate written work to describe music
- Demonstrate application of mathematical concepts
- Demonstrate understanding of geographical and historical concepts as they relate to music being performed
- Demonstrate an understanding of literary interpretation of musical phrases
- Demonstrate knowledge of the relationships of composers, arrangers, and music being performed to historical events and timelines
- Demonstrate application of musical time periods (Renaissance, Baroque, Classical, Romantic, and Modern) to historical events and timelines
- Demonstrate understanding of the physical properties of the instrument of choice