



# All Content Areas **ALL GRADES**

## **CURRICULUM AND SCHEDULING**

### **Curriculum**

#### **BASIC**

1. The program provides all students the opportunity to achieve at levels consistent with their individual abilities and with the 2014 Music Standards listed for the appropriate grade levels.
2. At grades 5–12, the program addresses the needs of most students by offering a robust Ensemble strand consistent with allowing all students the opportunity to achieve at levels consistent with their individual abilities in all areas cited in the 2014 Standards in that strand.
3. At the High School level, the program addresses the needs of most students by offering a robust program consistent with allowing all students to achieve at the Proficient and Accomplished levels in the ensemble strand.
4. Special education classes in music are no larger than other special-education classes.

#### **QUALITY**

1. For grades PK–8, the program provides support consistent with allowing all students the opportunity to achieve at levels consistent with their individual abilities and exceeding the 2014 Music Standards, including the strands for Ensembles and for Harmonizing Instruments beginning in grade 4 (for strings) and grade 5 for winds/percussion, selected emerging ensembles, and harmonizing instruments).
2. For High School, the program provides support consistent with allowing all students the opportunity to achieve at levels consistent with their individual abilities in all areas cited in the 2014 Music Standards, including the strands for Ensembles, Harmonizing instruments, Theory/Composition, and Technology, up to and including the “Advanced” level. To address the needs of all students, instruction is available for those students interested in addressing new experiences in Ensembles and Harmonizing instruments at the Novice or Intermediate levels.

### **Scheduling**

#### **BASIC**

1. The course of study in all schools will include music.
2. Pullouts for school assemblies, test preparation, or other nonmusic education activities are arranged to minimally impact music learning.

#### **QUALITY**

1. At the Middle and High School levels, ensembles and other large music classes are offered at times designed to allow participation by the maximum number of students.
2. Students in performance ensembles should be scheduled by experience or student proficiency level.
3. Just as other academic subject areas meet during the course of the curricular school day, after-school rehearsals should serve to supplement the learning that takes place within the school day.

## **STAFFING**

### **Teacher Qualifications & Load**

#### **BASIC**

1. The primary responsibility for music education as a part of the overall education of the student rests with the certified music teacher. Certified non-arts educators are drawn on to expand students’ opportunities for arts learning by providing curricular connections among the arts and other subjects.
2. Teacher aides are provided for special-education classes in music if they are provided for other special-education classes. If a student with special needs has an aide to assist in other classes, the aide also assists the student in music classes.
3. Every music educator working with special-education students has received in-service training in special education and, for purposes of consultation, has convenient access to trained professionals in special education or music therapy.



# General Music PreK-2

## CURRICULUM AND SCHEDULING

### Curriculum

#### BASIC

1. Learning experiences include singing, playing instruments, moving to music, listening to music, and creating music consistent with the 2014 Music Standards.
2. Technology is used when it appropriately enhances music learning at this level.
3. Student learning experiences include the use of technology for creating, performing, and responding to music.

#### QUALITY

Same as Basic program

### Scheduling

#### BASIC

1. At least 12 percent of total student contact time is devoted to experiences in music at PreK level; music is integrated into the curriculum throughout the school day
2. At least ninety minutes of instruction in General Music are given to each student during each week in grades K-2.

#### QUALITY

1. Time is scheduled to work with individual students to meet their needs (e.g., students with special needs, remedial instruction, curriculum integration). This includes ensuring that students with special needs are scheduled appropriately to ensure success.
2. Music classes are scheduled with the same teacher-pupil ratio as general education classes.

## STAFFING

### Teacher Qualifications & Load

#### BASIC

1. At the PreK level, instruction is provided by teachers who have received formal training in early-childhood music; a music teachers qualified in early-childhood music is available as a consultant.
2. In Kindergarten, General Music instruction is delivered by Highly Qualified/Certified music teachers in collaboration with classroom teachers. In grades 1-2, instruction is delivered by Highly Qualified/Certified music teachers.
3. At least one General Music teacher is available for every 400 students enrolled in (all grades in) the school.

#### QUALITY

Same as Basic program

### Professional Development & Evaluation

#### BASIC

1. Every music educator has a block of time of at least thirty minutes for preparation and evaluation each day, excluding time for lunch and time for travel from room to room and building to building.
2. Technology training for teachers is conducted by experts who know the needs of music learners at this level, know the available software and hardware applicable for this level, and are able to deliver meaningful professional development that supports teachers integrating technologies into the curriculum.
3. Teacher evaluation is conducted on the basis of:
  - Standards-based measures of student growth in music, calibrated by any shortcomings in scheduling or other opportunities to learn.
  - Classroom observations of teaching based on rubrics reflective of music teaching as a specialty.

#### QUALITY

1. Planning time is commensurate to that of other academic courses due to the administrative aspects of the music program.



# General Music **GRADE 3-5**

## **CURRICULUM AND SCHEDULING**

### **Curriculum**

#### **BASIC**

1. The music program provides the foundation for a sequential music program in the Middle School.
2. The curriculum comprises a balanced and sequential program of singing, playing instruments, listening to music, improvising and composing music, and moving to music consistent with the National Standards.
3. General Music instruction includes at least two of the following: recorder, fretted instruments, keyboard instruments, electronic instruments, instruments representing various cultures.

#### **QUALITY**

1. Curriculum includes designated time within the school day for ensembles such as chorus, beginning band, strings or other ensembles.

### **Scheduling**

#### **BASIC**

1. At least ninety minutes of instruction in General Music are given to each student during each week.
2. Classes in General Music are no larger than classes in other subjects of the curriculum.
3. For students with special needs who are included:
  - Their placement is determined on the same basis as placement for students without special needs.
  - Music educators are involved in placement decisions and are fully informed about the needs for each student.
  - The number of these students does not exceed the average for other academic classes in the school.

#### **QUALITY**

1. All students have the option of electing ensemble participation in addition to their required general music class.
2. The inclusion of ensemble experiences is not scheduled to routinely pull students from General Music classes.

3. Class durations for General Music are commensurate with other academic areas.

## **STAFFING**

### **Teacher Qualifications & Load**

#### **BASIC**

1. General Music instruction is delivered by Highly Qualified/Certified music teachers.
2. At least one general music teacher is available for every 400 students enrolled in (all grades in) the school.

#### **QUALITY**

1. Music classes are scheduled with the same teacher pupil ratio as general education classes.

### **Professional Development & Evaluation**

#### **BASIC**

1. Every music educator has a block of time of at least thirty minutes for preparation and evaluation each day, excluding time for lunch and time for travel from room to room and building to building.
2. Technology training for teachers is conducted by people who know the needs of music learners at this level, know the available software and hardware applicable for this level, and are able to deliver meaningful professional development that helps teachers integrate these technologies into the curriculum.
3. Teacher evaluation is conducted on the basis of:
  - Standards-based measures of student growth in the General Music curriculum offered, calibrated by any shortcomings in scheduling or other opportunities to learn.
  - Classroom observations of teaching based on rubrics reflective of music teaching as a specialty.

#### **QUALITY**

1. Planning time is commensurate with that of other academic courses due to the program administrative aspects of the music program.



# General Music

## GRADE 6-8 AND ALL SECONDARY

### CURRICULUM AND SCHEDULING

#### Curriculum

##### BASIC

1. The music program carries on the sequential music program established in earlier grades.
2. The curriculum comprises a balanced and sequential program of singing, playing instruments, listening to music, improvising and composing music, and moving to music consistent with the National Standards.
3. General Music instruction includes at least two of the following: recorder, fretted instruments, keyboard instruments, electronic instruments, instruments representing various cultures.

##### QUALITY

Same as Basic program

#### Scheduling

##### BASIC

1. At least 90 minutes of instruction are given to each student in General Music during each week.
2. Classes in General Music are no larger than classes in other subjects of the curriculum.
3. For students with special needs who are included:
  - Their placement is determined on the same basis as placement for students without special needs.
  - Music educators are involved in placement decisions and are fully informed about the needs for each student.
4. The course of instruction in all secondary schools should include a continuation of a sequential music curriculum.

##### QUALITY

1. Classes in General Music are scheduled so as to allow students to participate in at least one additional strand of music instruction.
2. Instruction in General Music is provided to students in durations commensurate with other academic subject areas.

3. All students are required to participate in general music classes through grade 8 in addition having the option of electing ensemble participation.

### STAFFING

#### Teacher Qualifications & Load

##### BASIC

1. General Music instruction is delivered by Highly Qualified/Certified music teachers in collaboration with classroom teachers.
2. At least one designated general music teacher is available for every 400 students enrolled in (all grades in) the school.

##### QUALITY

Same as Basic program

#### Professional Development & Evaluation

##### BASIC

1. Every music educator has a block of time of at least thirty minutes for preparation and evaluation each day, excluding time for lunch and time for travel from room to room and building to building.
2. Technology training for teachers is conducted by experts who know the needs of music learners at this level, know the available software and hardware applicable for this level, and are able to deliver meaningful professional development that helps teachers integrate these technologies into the curriculum.
3. Teacher evaluation is conducted on the basis of:
  - Standards-based measures of student achievement in the General Music curriculum offered, calibrated by any shortcomings in scheduling or other opportunities to learn.
  - Classroom observations of teaching based on rubrics reflective of music teaching as a specialty.

##### QUALITY

1. Planning time is the same as that for general education teachers.



# Composition/Theory

## CURRICULUM AND SCHEDULING

### Curriculum

#### BASIC

1. The curriculum includes experiences in creating music and in common-practice music theory. Notwithstanding the fact that this strand is oriented most closely to Creating, both Performing and Responding experiences form part of the curriculum.

#### QUALITY

1. In addition to common practice theory, an introduction to song writing, jazz-harmony, counterpoint and/or set theory and/or post-tonal analysis are included. Units on electronic instrument creation and design, and computer programming of electronic instruments, and sound design are included.

### Scheduling

#### BASIC

1. The schedule for composition and theory classes is equivalent to that for other academic subjects in the school.
2. The class size of composition and theory classes does not exceed the average for other academic classes in the school.

#### QUALITY

Same as Basic program

## STAFFING

### Teacher Qualifications & Load

#### BASIC

1. Instruction is provided by highly qualified/certified music teachers who have received formal training (including inservice training) in music theory and composition.

#### QUALITY

Same as Basic program

## Professional Development & Evaluation

#### BASIC

1. Teachers have regular access to professional development materials in composition and theory, including online NAfME resources.

#### QUALITY

## MATERIALS & EQUIPMENT

### Instruments

#### BASIC

1. There are sufficient MIDI keyboards, speakers, and printers to be used with the computers supplied in the classroom.

#### QUALITY

1. The latest electronic instruments are available for students, such as wind controllers, electric violins, iPads, etc.
2. Tablet devices are provided for use as a musical instrument.

### Accessories

#### BASIC

1. There are sufficient high-quality microphones to enable students to complete recordings of composition projects.

#### QUALITY

1. In addition to microphones, video cameras are available for students who are interested in combining video and music.
2. Online/cloudspace or classroom hard-drive storage space is provided to store creative projects, including large-file video/music.
3. A recording studio with sound dividers is available for students to record all types of musical solos and ensembles.



# Guitar/Keyboard/Harmonizing Instruments

## ELEMENTARY AND SECONDARY GRADES

### CURRICULUM AND SCHEDULING

#### Curriculum

##### BASIC

1. The curriculum includes experience in creating, performing, and responding as specified in the Standards strand on Guitar/Keyboard.

##### QUALITY

Same as Basic program

#### Scheduling

##### BASIC

1. The schedule for Guitar/Keyboard classes is equivalent to that for other academic subjects in the school.
2. The class size of Guitar/Keyboard classes does not exceed the average for other academic classes in the school.

##### QUALITY

1. Scheduling offers multi-level guitar class/ensemble options.
2. Scheduling allows for classes to be ability based.

### STAFFING

#### Teacher Qualifications & Load

##### BASIC

1. Instruction is provided by Highly Qualified/Certified music teachers who have received formal training (including inservice training) in the harmonizing instruments.

##### QUALITY

Same as Basic program

### Professional Development & Evaluation

##### BASIC

1. Teachers have regular access to professional development materials and experiences in teaching Guitar/Keyboard, including online NAFME resources.

##### QUALITY

Same as Basic program

### MATERIALS & EQUIPMENT

#### Instruments

##### BASIC

1. There is a sufficient number of guitars/Keyboard or other harmonizing instruments such that all students can be simultaneously engaged in making music.

##### QUALITY

1. Tablet devices are available for use as a musical instrument.

#### Accessories

##### BASIC

1. The following are provided in sufficient quantity: music stands, tuning devices, music folders, chairs designed for music classes, safe guitar stands.
2. There is sufficient annual budget, amounting to 5 percent of inventory value, for strings and repairs to district-owned instruments.

##### QUALITY

1. Multiple method books are made available.
2. There is sufficient annual budget, amounting to greater than 5 percent of inventory value, for strings and repairs to district-owned instruments.



# Technology

## CURRICULUM AND SCHEDULING

### Curriculum

#### BASIC

1. The curriculum includes experience in creating, performing, and responding to music using digital and analog technologies.

#### QUALITY

Same as Basic program

### Scheduling

#### BASIC

1. The schedule for music technology classes is equivalent to that for other academic subjects in the school.
2. The class size of music technology classes does not exceed the average for other academic classes in the school.

#### QUALITY

Same as Basic program

## STAFFING

### Teacher Qualifications & Load

#### BASIC

1. Instruction is provided by Highly Qualified/Certified music teachers who have received formal training (including in-service training) in music technology.

#### QUALITY

Same as Basic program

### Professional Development & Evaluation

#### BASIC

1. Teachers have regular access to professional development materials and experiences in teaching music technology, including online NAFME resources.

#### QUALITY

Same as Basic program

## MATERIALS & EQUIPMENT

### Instruments

#### BASIC

1. There is a sufficient number of MIDI and digital controllers and related equipment such that all students can be simultaneously engaged in making music.

#### QUALITY

1. Tablet devices are available for use as a musical instrument.

### Accessories

#### BASIC

1. The following are provided in sufficient quantity: visual and audio recording devices (e.g., flip camera, DVD video recorder).
2. iPad/iPod or equivalent loaded with instrument apps, music theory games, textbook music etc.
3. Personal amplification system for teacher (e.g., Red Cat).

#### QUALITY

Same as Basic program

### Content

#### BASIC

1. A library of software is provided that is sufficient to provide a license for each student in the class. The library contains software for sequencing, notation, and audio and video editing.

#### QUALITY

1. At least five titles are updated/upgraded or added to the library each year.