

# **East Helena Schools**

## **Music Curriculum**

- **PK-8 General Music**
  - **5-8 Band**
  - **6-8 Choir**



**2015-2016**



# East Helena Schools Music Curriculum Committee

2015-2016

PK-1 Elementary Music

Stacey Abrahamson

2-5 Elementary Music

Traci Mazanec

5-8 Band

Tim Pipinich

6-8 General Music

Tamika Schoppe

6-8 Choir

Administration

Jill Miller  
Ron Whitmoyer

## Resources

<http://www.amuse.vic.edu.au/images/files/CounterPoint/1996/Integrate%20with%20integrity:%20Music%20across%20the%20curriculum.%20SueSnyder.%20196.pdf>

<http://www.childrensmusicworkshop.com/advocacy/12benefits.html>

*Essential Elements 2000* by Tim Lautenheiser, John Higgins, Charles Menghini, Paul Lavender, Tom C. Rhodes, Don Bierschenk

<http://www.mta75.org/curriculum/music/choralexamrubric.pdf>

*Music Curriculum Writing 101: Assistance with Standards-based Music Curriculum and Assessment Writing* by Denese Odegard

<http://www.nafme.org/my-classroom/standards/>

<http://www.nafme.org/my-classroom/standards/core-music-standards/>

*Psychological Foundations of Musical Behavior* by Rudolf E. Radocy and J. David Boyle

<http://www.lburg.k12.in.us/education/components/scrapbook/default.php?sectiondetailid=1341&&PHPSESSID=7aeed053ba7d518242cbc1e2f886dcfa>

## Proposed Budget

These items are listed in priorities by school:

### EVMS

Repair Guitars	not to exceed \$700
5 Keyboards	\$599.95-Piccolo's Music
	\$119.99—Piccolos Music-Yamaha PSR E253 61-note
	\$195.88-Amazon (with shipping-only 2 available at decent price)
	\$89.99—Amazon Quote (subject to change) Yamaha PSR 170
	\$95.89—Amazon Quote (subject to change)

**Total for EVMS Music: not to exceed \$1299.95 (this price reflects keyboards from Piccolo's)**

### EVMS and Radley (Will be shared between schools)

2-Soprano Xylophones	\$1070
Bass Xylophone	\$1095

**Total EVMS/Radley General Music: \$2338.20 (Music in Motion with shipping)**

### EVMS

3 Marching Snare Drums	\$870.00 (Piccolo's)
1 Bell Tree	\$

**Total for EVMS Band: \$870.00**

### Eastgate

3 Glockenspiels	\$455.50 (Music in Motion)
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**Total: \$4963.65**

# Music Philosophy

Music is an integral part of the human experience, is fundamental to a complete education, and enriches all human lives. According to NafME (National Association for Music Education), The National Standards for Music Education state that every student in America should be provided with the following musical experiences:

1. Creating
2. Performing
3. Responding
4. Connecting (NAfME, 2014)

Providing children with these skills can have numerous benefits. The areas where music education has been shown to be beneficial are:

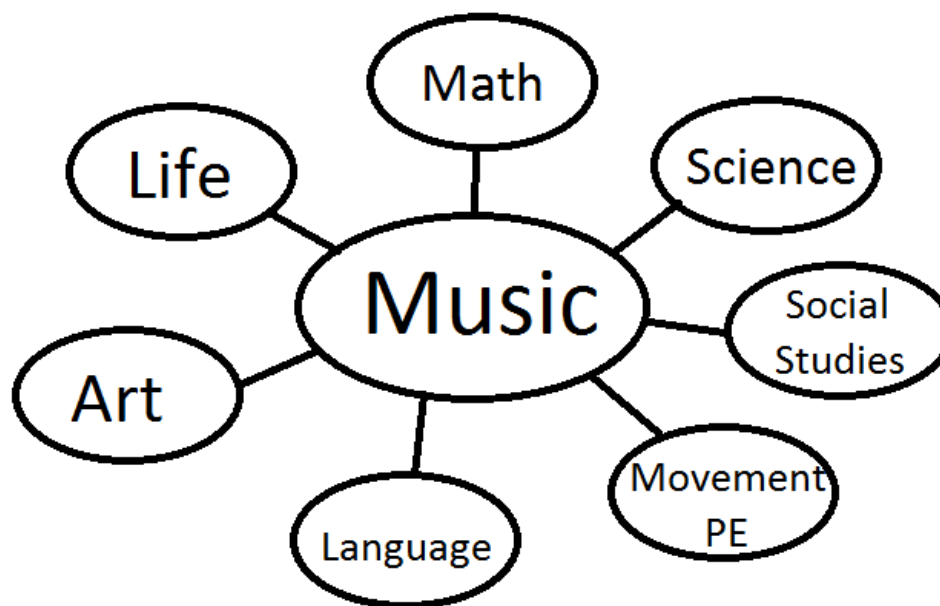
1. School and Learning
2. Society and Cultures
3. Developing intelligence

At an early age, musical training has been shown to improve a child's language and reasoning. Students who are involved in a music class tend to be more successful on standardized tests, such as the SAT. Music that involves performance provide children with a means for self-expression resulting in improved self-esteem. Music performances involve taking a risk, helping humans conquer fear later in life. In addition, music classes involve a study of different cultures developing compassion and empathy for others. Music classes also teach teamwork and discipline, since preparing for concerts and programs involves every person working at their very best. (Phillips, 2006) Music education is extremely valuable in our society and plays many roles.

Music functions in such a variety of roles that it would be nearly impossible to live a life without access to music. Some of music's functions in society are:

1. Ceremonies
  - a. Religious
  - b. Military

- c. State
- d. Athletic
- 2. Commercial use
  - a. Background music
  - b. Advertising
  - c. Entertainment
  - d. Enhancing narration
- 3. Therapeutic uses. (Radocy & Boyle, 2003)
- 4. Education (Snyder, 1996)



Music is a very important part of our society and education. It can be applied to every aspect of our lives. As music educators, we are challenged with the task of providing students with access to the benefits of music education as well as helping them to develop a lifelong love of music.



## Focus Statements

### **General Music PK-5**

Singing, saying, dancing, and playing...Singing, playing instruments, moving to music, and creating music enable students to acquire musical skills and knowledge. Composing and arranging music within specified guidelines requires discipline as well as the chance to work independently. Learning to read and notate music provides skills to explore independently and with others. Listening to, analyzing, and evaluating music are important building blocks of musical learning. To participate fully in a diverse global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. They must also understand how music relates to the arts and other disciplines outside of the arts. According to the new National Standards for music, music education must include Creating Music, Performing Music, Responding to Music, and using Music to Connect. All of the skills above are vital for music education.

### **General Music 6-8**

In general music education students will use prior music knowledge skills and concepts to further develop lifelong skills. They will explore and be aware of different ways to express themselves through music. These students will make a wide variety of musical judgments within specific guidelines. Skills developed through general music class participation are performing, improvising, composing, reading and notating music, listening, analyzing, and evaluating. Being introduced to many different musical experiences, enable students to understand the connection between music, the arts, and disciplines outside the arts as well as understand how music relates to history, science, and the culture around them. Students shall develop an appreciation for music experiences and build a positive attitude and lifelong love of music.



## **Band 5-8**

The purpose of the Band program is to teach students a lifelong love of learning and a desire to seek excellence in all walks of life through performance in a collaborative, large group musical setting. Band students will engage in consistently meaningful musical experiences through performing, improvising, composing, reading, notating, listening, analyzing, appreciating, and evaluating music in daily rehearsal. Having varying quality experiences with a variety of music enables students to make informed musical judgments and understand the connections and relationships between music, the arts, and other disciplines outside the arts in the changing world around them. Band students will become more responsible world citizens and enhance the lens through which they look at the world through the study of the historical and cultural contexts of music while simultaneously experiencing a safe and fun environment to practice important life skills including accountability, discipline, persistence, and teamwork.

## **Choir 6-8**

While in a rehearsal or performance setting choir students learn and develop many skills. Some skills developed through participating in a middle school choir program include listening, evaluating, demonstrating expression and emotion, and understanding the relationship of music in our world. Students will grow in musical singing skills as they apply, expand, and increase their musical knowledge using different levels of choral literature. Being introduced to many different musical experiences, enable students to understand the connection between music, the arts, and disciplines outside the arts as well as understand how music relates to history, science, and the culture around them. Singing songs from diverse cultures will help students to have a little better understanding of the world around them.





## **Scope and Sequence**

**Once a learner goal has been introduced at a grade level, it is not restated in subsequent grades. It is assumed that new goals introduced are built upon previously stated goals.**