Goal Statement
Music is universal to the human experience. Ankeny students will engage in academic and aesthetic musical experiences through a sequential and developmentally appropriate course of study. Through making music, students will develop lifelong music literacy skills by performing, reading, writing, listening, responding, and thinking critically and creatively in individual and collaborative musical settings.

Professional Development Plan
Teachers of music will continue to study best practice in the area of music education through the support of their professional learning community in collaboration with the Curriculum and Instruction Team, their building instructional coaches, and their instructional practices team. The primary focus of professional development for K-12 music teachers will be broadening and enriching their knowledge base in their content area as well as assessment practices.

Curriculum Resource Adoption
The elementary team members of the Music Curriculum Review Team recommended the adoption of McGraw-Hill “Spotlight on Music” for Kindergarten through Grade 5 general music. In addition, the team recommended the adoption of Gameplan and Conversational Solfège as additional resources in order to provide additional resource and hands-on products to support student learning.

The elementary instrumental members of the Music Curriculum Review Team recommended the adoption of two methods books: “Habits of a Successful Musician” by GIA Publications and “Essential Elements” published by Hal Leonard Corporation. Both series are written specific to instrumentation and consider the developmental progress of the individual musician.

The secondary vocal members of the Music Curriculum Review Team recommended the adoption of various solo, ensemble, and choral literature that aligns to the power standards. The team also recommended the adoption of “Progressive Sight Singing” by Carol Krueger.

The secondary instrumental members of the Music Curriculum Review Team recommended the adoption of multiple methods books: “Essential Elements” published by Hal Leonard Corporation, “101 Rhythmic Rest Patterns” published by Alfred Publishing, and “Bach and Before for Band” published by Neil A. Kjos Company. These series are written specific to instrumentation and consider the developmental progress of the individual musician. The team also recommended the adoption of “Progressive Sight Singing” by Carol Krueger.
Assessment Plan

The Ankeny K-12 District Assessment Plan for Music assesses grade level appropriate components according to the power standards. A variety of formative and summative assessment methods will be used. The music curriculum implementation team will support the development of assessment tools to measure students’ progress toward the power standards.

New Curriculum Implementation Timeline
Grade K-5 General Music (2012-13)
Grades 5-12 Instrumental Music (2012-13)
Grades 6-12 Vocal Music (2012-13)
Grades 11-12 Music Fundamentals (2012-13)
Grades 11-12 AP Music Theory (2012-13)
Grades 10-12 Music Appreciation (2013-14)

Consensus Maps

Each course has created a consensus map that documents month by month the content of the unit, the alignment to the power standard(s), the resources used to teach the content, the common vocabulary for the unit, and the incorporation of technology into the unit. Throughout the 2012-2013 school year teachers will add teaching strategies and assessments that will be included in the consensus maps.

Curricular Course Descriptions

K-5 General Music
Elementary General Music builds a foundation of musical skills through active music making. Students develop rhythmic and tonal literacy skills as well as define and explore expressive elements. Students engage in varied musical experiences through singing, playing instruments, moving, reading, creating, writing, and listening.

5th Grade Band
Fifth grade band is a performance-based class that focuses on the in-depth study and preparation of a variety of styles of high quality band literature. This band literature is used as a vehicle to extend the development of rhythmic competency, tonal literacy, and musical expression.

In addition to the full ensemble component of fifth grade band, each student is required to prepare for and attend a regularly scheduled small group lesson on his/her instrument. In this smaller setting, students can continue to develop and expand their skills and address idiomatic issues for their specific instrument. Fifth grade band meets before school two times per week.

6th Grade Choir
The 6th Grade Choir is a mixed-gender vocal music ensemble that is a year-long elective course meeting on alternate days. Students will learn basic vocal skills & knowledge; as well as learn music literacy skills & knowledge, including the use of solfège hand-sign and Takadimi rhythm syllable techniques. As a choir member, the students will develop independent part-singing skills and perform, as an ensemble, a variety of choral literature reflecting various historical style periods. Due to the nature of the choir experience, required performances will occur outside of the school day, most commonly in the evening or weekends. Enrichment opportunities for 6th Grade Choir members include, but are not necessarily limited
to, auditioning for and participating in the OPUS Honor Choir; applying for and participating in the SC ICDA Honor Choir.

**6th Grade Band**
Sixth grade band is a performance-based class that focuses on the in-depth study and preparation of a variety of styles of high quality band literature. This band literature is used as a vehicle to extend the development of rhythmic competency, tonal literacy, and musical expression. Students will refine these skills through solo repertoire performance. Sixth grade band will introduce expanded instrumentation. In addition to the full ensemble component of sixth grade band, each student is required to prepare for and attend a regularly scheduled small-group lesson on his/her instrument. In this smaller setting, students can continue to develop and expand their skills and address idiomatic issues for their specific instrument.

**7th Grade Bass Clef Choir**
The 7th Grade Bass Clef Choir is a vocal music ensemble comprised of students whose voices sing primarily in the bass clef range. It is a year-long elective course meeting on alternate days. Students will learn basic vocal skills & knowledge – including individual or small group voice lessons focusing primarily on negotiating the physiological changes of the voice during adolescence; as well as learn music literacy skills & knowledge, including the use of solfège hand-sign and Takadimi rhythm syllable techniques. As a choir member, the students will develop independent part-singing skills and perform, as an ensemble, a variety of choral literature reflecting various historical style periods. Due to the nature of the choir experience, required performances will occur outside of the school day, most commonly in the evening or on weekends. Enrichment opportunities for 7th Grade Choir members include, but are not necessarily limited to, auditioning for and participating in the OPUS Honor Choir; applying for and participating in the SC ICDA Honor Choir.

**7th Grade Treble Clef Choir**
The 7th Grade Treble Clef Choir is a vocal music ensemble comprised of students whose voices sing exclusively in the treble clef range. It is a year-long elective course meeting on alternate days. Students will learn basic vocal skills & knowledge - including individual or small group voice lessons concentrating on proper age-appropriate vocal techniques; as well as learn music literacy skills & knowledge, including the use of solfège hand-sign and Takadimi rhythm syllable techniques. As a choir member, the students will develop independent part-singing skills and perform, as an ensemble, a variety of choral literature reflecting various historical style periods. Due to the nature of the choir experience, required performances will occur outside of the school day, most commonly in the evening or on weekends. Enrichment opportunities for 7th Grade Choir members include, but are not necessarily limited to, auditioning for and participating in the OPUS Honor Choir; applying for and participating in the South Central ICDA Honor Choir.

**7th Grade Band**
Seventh grade band is a performance-based class that focuses on the in-depth study and preparation of a variety of styles of high quality band literature. This band literature is used as a vehicle to extend the development of rhythmic competency, tonal literacy, and musical expression. Differentiated instruction will be based on performance assessments.

Students will refine these skills through solo repertoire performance and Honor Band opportunities. Seventh grade band will introduce expanded instrumentation. In addition to the full ensemble component of seventh grade band, each student is required to prepare for and attend a regularly scheduled small-group lesson on his/her instrument. In this smaller setting, students can continue to develop and expand their skills and address idiomatic issues for their specific instrument.
8th Grade Bass Clef Choir
The 8th Grade Bass Clef Choir is a vocal music ensemble comprised of students whose voices sing primarily in the bass clef range. It is a year-long elective course meeting on alternate days. Students will learn basic vocal skills & knowledge – including individual or small group voice lessons focusing primarily on negotiating the physiological changes of the voice during adolescence; as well as learn music literacy skills & knowledge, including the use of solfège hand-sign and Takadimi rhythm syllable techniques. As a choir member, the students will develop independent part-singing skills and perform, as an ensemble, a variety of choral literature reflecting various historical style periods. Due to the nature of the choir experience, required performances will occur outside of the school day, most commonly in the evening or on weekends. Enrichment opportunities for 8th Grade Choir members include, but are not necessarily limited to, auditioning for and participating in the OPUS Honor Choir.

8th Grade Treble Clef Choir
The 8th Grade Treble Clef Choir is a vocal music ensemble comprised of students whose voices sing exclusively in the treble clef range. It is a year-long elective course meeting on alternate days. Students will learn basic vocal skills & knowledge - including individual or small group voice lessons concentrating on proper vocal techniques; as well as learn music literacy skills & knowledge, including the use of solfège hand-sign and Takadimi rhythm syllable techniques. As a choir member, the students will develop independent part-singing skills and perform, as an ensemble, a variety of choral literature reflecting various historical style periods. Due to the nature of the choir experience, required performances will occur outside of the school day, most commonly in the evening or on weekends. Enrichment opportunities for 8th Grade Choir members include, but are not necessarily limited to, auditioning for and participating in the OPUS Honor Choir.

8th Grade Band
Eighth grade band is a performance-based class that focuses on the in-depth study and preparation of a variety of styles of high quality band literature. This band literature is used as a vehicle to extend the development of rhythmic competency, tonal literacy, and musical expression. Differentiated instruction will be based on performance assessments.

Students will refine these skills through solo and ensemble repertoire performance and Honor Band opportunities. Eighth grade band will introduce expanded instrumentation.
In addition to the full ensemble component of sixth grade band, each student is required to prepare for and attend a regularly scheduled small-group lesson on his/her instrument. In this smaller setting, students can continue to develop and expand their skills and address idiomatic issues for their specific instrument.

9th Grade Bass Clef Choir
The 9th Grade Bass Clef Choir is a vocal music ensemble comprised of students whose voices sing primarily in the bass clef range. It is a year-long elective course meeting daily. Students will learn basic vocal skills & knowledge – including individual or small group voice lessons concentrating on proper vocal techniques; as well as learn music literacy skills & knowledge, including the use of solfège hand-sign and Takadimi rhythm syllable techniques. As a choir member, the students will develop independent part-singing skills and perform, as an ensemble, a variety of choral literature reflecting various historical style periods. Due to the nature of the choir experience, required performances will occur outside of the school day, most commonly in the evening or on weekends. Enrichment opportunities for 9th Grade Choir members include, but are not necessarily limited to, auditioning for and participating in the OPUS Honor Choir.

9th Grade Treble Clef Choir
The 9th Grade Treble Clef Choir is a vocal music ensemble comprised of students whose voices sing exclusively in the treble clef range. It is a year-long elective course meeting daily. Students will learn
basic vocal skills & knowledge - including individual or small group voice lessons concentrating on proper vocal techniques; as well as learn music literacy skills & knowledge, including the use of solfège hand-sign and Takadimi rhythm syllable techniques. As a choir member, the students will develop independent part-singing skills and perform, as an ensemble, a variety of choral literature reflecting various historical style periods. Due to the nature of the choir experience, required performances will occur outside of the school day, most commonly in the evening or on weekends. Enrichment opportunities for 8th Grade Choir members include, but are not necessarily limited to, auditioning for and participating in the OPUS Honor Choir.

**9th Band**

Ninth grade band is a performance-based class that focuses on the in-depth study and preparation of a variety of styles of high quality band literature. Differentiated instruction will be based on performance assessments. Ninth grade band commences with marching band in the fall. Comprised of all members of the 9-12 band programs, the marching band season starts with pre-season sectionals and an annual August band camp. The marching band meets daily before school until mid-October. Participation includes several Saturday commitments and performances at all home football games.

Concert and marching band literature is used as a vehicle to extend the development of rhythmic competency, tonal literacy, and musical expression. Students will refine these skills through solo and ensemble repertoire performance. Expanded enrichment opportunities will be offered, including auditioning for honor bands and All-State ensembles. 10th-12th grade band will introduce expanded instrumentation.

In addition to the full ensemble component of sixth grade band, each student is required to prepare for and attend a regularly scheduled small-group lesson on his/her instrument. In this smaller setting, students can continue to develop and expand their skills and address idiomatic issues for their specific instrument.

**10th –12th Mixed Choir**

The 10th –12th Mixed Choir is a year-long elective vocal music ensemble meeting daily. Students will learn basic vocal skills, ear training, & knowledge - including individual voice lessons concentrating on proper vocal techniques; as well as learn music literacy skills & knowledge - including the use of solfège hand-sign and Takadimi rhythm syllable techniques. As a choir member, the students will develop independent part-singing skills and perform, as an ensemble and as soloists, a variety of choral and solo literature reflecting various historical style periods. In addition, members of the 10th –12th Mixed Choir will periodically be divided into Treble Clef and Bass Clef Choirs combined with members of the 10th –12th Honors Mixed Choir. Due to the nature of the choir experience, required performances will occur outside of the school day, most commonly in the evening or on weekends.

**10th –12th Advanced Treble Clef Choir**

The 10th –12th Grade Advanced Treble Clef Choir is an auditioned, year-long elective vocal music ensemble meeting daily. Students will learn basic as well as more advanced vocal skills, ear training & knowledge - including individual voice lessons concentrating on proper vocal techniques; as well as learn music literacy skills & knowledge - including the use of solfège hand-sign and Takadimi rhythm syllable techniques. As a choir member, the students will develop independent part-singing skills and perform, as an ensemble and as soloists, a variety of choral and solo literature reflecting various historical style periods. In addition, members of the 10th –12th Advanced Treble Choir will combine in performances with the 10th –12th Mixed Choirs. Due to the nature of the choir experience, required performances will occur outside of the school day, most commonly in the evening or on weekends.
10th –12th Honors Mixed Choir
The 10th –12th Grade Honors Mixed Choir is an auditioned, year-long elective vocal music ensemble meeting daily. Students will learn advanced vocal skills & knowledge - including individual voice lessons concentrating on proper vocal techniques; as well as learn music literacy skills & knowledge - including the use of solfège hand-sign and Takadimi rhythm syllable techniques. As a choir member, the students will develop independent part-singing skills and perform, as an ensemble and as soloists, a variety of choral and solo literature reflecting various historical style periods. In addition, members of the 10th –12th Mixed Honor Choir will periodically be divided into Treble Clef and Bass Clef Choirs combined with members of the 10th –12th Mixed Choir. Due to the nature of the choir experience, required performances will occur outside of the school day, most commonly in the evening or on weekends.

10th-12th Grade Band
The 10th-12th Grade Band is a performance-based class that focuses on the in-depth study and preparation of a variety of styles of high quality band literature in a variety of ensemble settings. Differentiation and honor’s credit will be available to students based on achievement on performance assessments.

Tenth grade band commences with marching band in the fall. Comprised of all members of the 9th -12th band program, the marching band season starts with pre-season sectionals and an annual August band camp. The marching band meets daily before school until mid-October. Participation includes several Saturday commitments and performances at all home football games. Concert and marching band literature is used as a vehicle to extend the development of rhythmic competency, tonal literacy, and musical expression. Students will refine these skills through solo and ensemble repertoire performance. Expanded enrichment opportunities will be offered, including auditioning for honor bands and All-State ensembles. Ninth grade band will introduce expanded instrumentation.

In addition to the full ensemble component of sixth grade band, each student is required to prepare for and attend a regularly scheduled small-group lesson on his/her instrument. In this smaller setting, students can continue to develop and expand their skills and address idiomatic issues for their specific instrument.

Music Appreciation (to be implemented in 2013-2014)
The Music Appreciation course is an introduction to “classical” music. The course will begin with medieval music and Gregorian chant, and continue through modern music and rock and roll. The course will be heavy on listening and responding through written and oral responses. Discussion will center on form, style, texture, and historical influences. This is a year-long course and meets daily.

Music Fundamentals – 11th -12th Grade
Music Fundamentals is a course in the construction and form of music. The student will develop an understanding of the fundamentals of writing music including harmony, rhythm, and ear training. Modern technology will be used in the development of skills using MIDI language and equipment. It is recommended that only those students with above average background and interest take this course.

AP Music Theory – 11th -12th Grade
This rigorous course expands upon the skills learned in the Music Theory Fundamentals course. Students completing this course may receive 6 Hours of DMACC credit because DMACC course competencies for DMACC MUS 106 (3hrs.) will be covered 1st sem. and DMACC competencies for MUS 107 (3hrs.) will be covered 2nd semester.

This course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. Students are prepared to take the AP® Music Theory Exam when they
have completed the course. Students planning to major in music in college may be able to enroll in an advanced music theory course, depending on individual colleges’ AP policies.

**Note to all Instrumental Ensembles:**
Performance Ensembles will be based on a traditional Wind Band Instrumentation. Every effort will be made to have balanced instrumentation in each ensemble.

**Co-Curricular Course Descriptions**

**7th Grade Jazz Band**
An introduction to Jazz Band will be offered as an enrichment experience through individualized instruction within a small-group setting and large ensembles outside of the school day.

In addition to the full ensemble component of seventh grade band, each student is required to prepare for and attend a regularly scheduled small-group lesson on his/her instrument. In this smaller setting, students can continue to develop and expand their skills and address idiomatic issues for their specific instrument.

**8th and 9th Grade Show Choirs**
The purpose of 8th-9th grade show choirs is to expand upon vocal performance and reading fundamentals learned in curricular choirs with age appropriate movement. 8th-9th grade show choirs rehearse outside of the school day and performances occur in the evening and on weekends. As per Iowa High School Music Association regulations students must be enrolled in a curricular choir in order to be eligible for show choir.

**8th and 9th Grade Jazz Band**
Jazz Band will be offered as an enrichment experience through individualized instruction within a small-group setting and large ensembles outside of the school day.
In addition to the full ensemble component of eighth grade band, each student is required to prepare for and attend a regularly scheduled small-group lesson on his/her instrument. In this smaller setting, students can continue to develop and expand their skills and address idiomatic issues for their specific instrument.

**10th-12th Grade Show Choirs**
The purpose of 10th-12th grade show choirs is to expand upon vocal performance and reading fundamentals learned in curricular choirs with age appropriate movement. 10th-12th grade show choirs compete four weekends in the winter and rehearse outside of the school day. Home performances occur in the evening and on weekends. As per Iowa High School Music Association regulations students must be enrolled in a curricular choir in order to be eligible for show choir.

**10-12 Jazz Band**
Jazz Band will be offered as an enrichment experience through individualized instruction within a small-group setting and large ensembles outside of the school day.
In addition to the full ensemble component of ninth grade band, each student is required to prepare for and attend a regularly scheduled individual lesson on his/her instrument. In this smaller setting, students can continue to develop and expand their skills and address idiomatic issues for their specific instrument.
Power Standards

Elementary

Kindergarten - 5th Grade General Music

Rhythm/Beat/Meter Competency
The student will be able to…
• Demonstrate beat competency
• Demonstrate rhythmic literacy

Tonal Literacy
The student will be able to…
• Demonstrate tonal literacy

Expression
The student will be able to…
• Perform alone and with other using musical expression within the classroom setting.

Fifth Grade Instrumental Music

Rhythm/Beat/Meter Competency
The student will be able to…
• Perform whole, half, quarter, eighth and dotted half notes on their instruments
• Perform rhythms in simple meter on their instruments

Tonal Literacy
The student will be able to…
• Understand and perform ti-sol in the key of concert Bb and Eb on their instrument

Expression
The student will be able to…
• Demonstrate characteristic timbre of their instrument
• Demonstrate Musical Expression/Interpretation
• Understand and demonstrate Instrument Basics
Middle School

Sixth Grade – Eighth Grade Instrumental and Vocal Music

Rhythm/Beat/Meter Competency
The student will be able to...
- Dictate a performed rhythm (play and/or write)
- Perform a given rhythm with characteristic tone
- Identify a performed rhythm
- Identify meter
- Maintain a consistent pulse
- Breath in time with proper technique and in musically appropriate places in performance

Tonal Literacy
The student will be able to...
- Perform a major scale with characteristic tone
- Identify do through key signatures
- Identify tonal center
- Dictate a performed tonal sequence
- Perform a tonal sequence with characteristic tone
- Identify a performed tonal sequence
- Identify a harmonic sequence
- Perform a harmonic sequence with characteristic tone

Expression
The student will be able to...
- Identify, label, define, and perform dynamics articulation and tempo marking
- Make expressive decisions based on historical context, genre and style

Ensemble
The student will be able to...
- Apply learned musical performance, literacy, and critical thinking skills to the music-making process with various sizes of ensembles

High School

Ninth Grade – Twelfth Grade Instrumental and Vocal Music

Rhythm/Beat/Meter Competency
The student will be able to...
- Dictate a performed rhythm (play and/or write)
- Perform a given rhythm with characteristic tone
• Identify a performed rhythm
• Identify meter
• Maintain a consistent pulse
• Breath in time with proper technique and in musically appropriate places in performance

**Tonal Literacy**

The student will be able to…

• Perform a major scale with characteristic tone
• Identify do through key signatures
• Identify tonal center
• Dictate a performed tonal sequence
• Perform a tonal sequence with characteristic tone
• Identify a performed tonal sequence
• Identify a harmonic sequence
• Perform a harmonic sequence with characteristic tone

**Expression**

The student will be able to…

• Identify, label, define, and perform dynamics articulation and tempo marking
• Make expressive decisions based on historical context, genre and style

**Ensemble**

The student will be able to…

• Apply learned musical performance, literacy, and critical thinking skills to the music-making process with various sizes of ensembles