



Band

Learner Outcomes

By the end of the course, students are expected to:

Band 9 & 10

- perform on at least one instrument accurately and independently with good posture, good playing position, and good breath, or stick control
- perform with expression and technical accuracy on a band instrument, music rated at a grade level 3
- work together in small ensembles
- compose and arrange music for instruments other than their own
- perform pieces demonstrating their understanding of notes and rests in 3/8, 6/8, 12/8, and alla breve meter signatures
- sight read simple melodies in the treble and/or bass clefs.
- interpret dynamic, tempo, articulation, and expression symbols at a Class B level
- evaluate a performance, composition, arrangement, or improvisation using the WSMA Concert Rubric for Class B pieces
- participate in four parades and four concerts

Band 11 & 12

- perform on at least one instrument accurately and independently with good posture, good playing position and good breath or stick control
- perform with expression and technical accuracy on a band instrument, music rated at a grade level 4
- perform in small ensembles
- compose and arrange music for instruments other than their own at a more difficult level
- sight read accurately and expressively, music with a level of difficulty of three on a scale of one to six
- identify and name all notes in the grand staff including ledger notes

- interpret dynamic, tempo, articulation, and expression symbols at a Class A level
- evaluate a performance, composition, arrangement, or improvisation using the WSMA Concert Rubric for Class A pieces
- participate in four parades and four concerts

Jazz Band

- sing their instrumental parts with rhythmic accuracy
- perform music representing diverse genres with appropriate expression and style
- memorize and perform twelve major, mixolydian, dorian, and blues scales
- improvise original melodies over given chord progressions
- listen to and analyze examples of a varied repertoire of jazz music by describing the uses of the elements of music and expressive devices

Keyboard

- identify and name the parts of the piano
- identify and name all notes in the grand staff including ledger notes
- perform with good posture, good hand and body position
- accomplish mastery of at least the first sixty four pages of the Alfred Adult Piano Course book 1



School District of Ashland

Choral Music Learner Outcomes

By the end of the course, students are expected to:

Music Literacy

One Year in Choir

- identify all pitches of the Grand Staff from C just below the Bass Clef to C just above the Treble Clef
- read simple rhythm patterns in 2/4, 3/4 & 4/4 meters
- identify, explain and sing rhythms using whole notes and whole rests, half notes and half rests, dotted half notes and dotted half rests, quarter notes and quarter rests, eighth notes and eighth rests, syncopation and dotted quarter note followed by an eighth note
- explain and demonstrate dynamic markings of loud (F), soft (P) and medium loud (MF)

Two Years in Choir

- label the C major scale and its relative minor with letters and numbers
- identify the I, IV, V⁷, vi chords in this key
- identify and explain the function of accidentals (sharps, flats and naturals)
- identify, explain and sing rhythms using sixteenth note patterns and rests
- perform music in staccato, legato and marcato styles
- explain and demonstrate crescendo, decrescendo, medium soft (MP), very soft (PP) and very loud (FF)
- identify and explain ties, slurs and fermatas
- explain the concepts of blend and balance

Three Years in Choir

- label the G and F major scales and their relative minor with letters and numbers
- identify the I, IV, V⁷, vi chords in these keys
- read simple rhythm patterns in 2/2 & 3/2 meters

Four Years in Choir

- label the D and Bb major scales and their relative minor with letters and numbers
- identify the I, IV, V⁷, vi chords in these keys
- read simple rhythm patterns in 6/8 meter

Five Years in Choir

- label the A and Eb major scales and their relative minor with letters and numbers
- identify the I, IV, V⁷, vi chords in these keys

Six Years in Choir

- label the E and Ab major scales and their relative minor with letters and numbers
- identify the I, IV, V⁷, vi chords in these keys

Seven Years in Choir

- label the B, F#, Db and Gb major scales and their relative minor with letters and numbers
- identify the I, IV, V⁷, vi chords in these keys

Performance

Sixth Grade Choir

- demonstrate the ability to sing successfully as part of the group, both in accompanied and a cappella songs
- demonstrate correct singing technique; including correct posture, supportive breathing, vowel space, and diction
- demonstrate singing using correct dynamics, tempo, articulation and expression symbols at a Class M level

Seventh and Eighth Grade Choir

- demonstrate the ability to sing successfully as part of the group, both in accompanied and a cappella songs



School District of Ashland

Choral Music Learner Outcomes

- demonstrate correct singing technique; including correct posture, supportive breathing, vowel space and diction
- demonstrate singing using correct dynamics, tempo, articulation and expression symbols at a Class M level
- evaluate a performance of another school's choir, using the WSMA Concert Rubric for Class M pieces

Concert Choir

- demonstrate the ability to expressively sing his/her part in context of four part music
- demonstrate the ability to sing successfully as part of the group, both in accompanied and a cappella songs
- demonstrate correct singing technique; including correct posture, supportive breathing, vowel space and diction
- demonstrate singing using correct dynamics, tempo, articulation and expression symbols at a Class B level
- evaluate a performance of another school's choir, using the WSMA Concert Rubric for Class B pieces
- participate in scheduled performances at the Fall Shows, Veteran's Day program, Winter Concert, Pops Concert, Large Group Festival, Senior Farewell Concert and Graduation

Sirens of the North

- demonstrate the ability to combine singing with dancing for public performance
- demonstrate the ability to successfully sing her part in context of two and three part music
- demonstrate the ability to sing expressively as part of the group, both in accompanied and a cappella songs
 - demonstrate correct singing technique; including correct posture, supportive breathing, vowel space and diction

- demonstrate singing using correct dynamics, tempo, articulation and expression symbols at a Class B level
- evaluate a performance of another school's choir, using the WSMA Concert Rubric for Class B pieces

Lake Effect

- demonstrate the ability to combine singing with dancing for public performances
- demonstrate the ability to expressively sing his/her part in context of four part music
- demonstrate the ability to sing successfully as part of the group, both in accompanied and a cappella songs
- demonstrate correct singing technique; including correct posture, supportive breathing, vowel space, and diction
- demonstrate singing using correct dynamics, tempo, articulation and expression symbols at a WSMA Class A level
- evaluate a performance of another school's choir, using the WSMA Concert Rubric for Class A pieces
- participate in scheduled performances at the Fall Shows, Veteran's Day program, Community Christmas Concert, Civic Christmas luncheons, Winter Concert, Valentine's Day Serenading, Pops Concert, Large Group Festival, Senior Farewell Concert and Graduation