

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
MUSIC**

Music Theory and Composition

Descriptive Overview

This elective non-performance course is an opportunity for students to learn the fundamentals of music and apply that knowledge directly to creative composition. Topics include scales, intervals, keys, and writing harmony. Students will make extensive use of the MIDI lab. Homework is an important part of this class. Students will compose a musical work as a part of their final grade, to be performed by their peers in a public recital at the end of the semester.

Objectives

1. read music in both treble and bass clefs
2. understand basic concepts of harmony
3. sing and take dictation on basic ear training patterns and melodies

Instructional Model

Students will develop music skills through studying a music theory text and completing relevant homework assignments. Students also sing simple melodic patterns, take basic melodic dictation, and compose simple melodies. Musical examples are played during class to further develop aural skills. More extended compositions are submitted by students and critiqued by their instructor and peers during class discussions.

Expectations and Assessment

Students are expected to:

1. Master basic listening skills
 - a. Students will sing as a class using solfege syllables.
 - b. Students will listen to simple melodies and write them down on paper. Some dictations will be graded while others are collected to monitor progress.
2. Students will master basic concepts in western music harmony.
 - a. Students will be monitored as they work through self guided theory text.
 - b. Students will be given periodic written tests.
 - c. Students will write short musical compositions to demonstrate understanding
 - d. Students will create an original piece of music incorporating all materials covered. Compositions will be performed on a semester recital.

**HINGHAM HIGH SCHOOL
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Music Reading and Basic Piano

Descriptive Overview

This elective course is an opportunity for students to learn to read music through piano training on the MIDI electronic keyboards. The course is appropriate for students who are seeking introductory level work in music reading or in piano or in both. Sequential work on rhythms, note names, time signatures, and key signatures will be an important part of this course. Students will perform in a public recital at the end of the semester as a part of their final grade. This course may be repeated for full credit with instructor's approval.

Objectives

1. perform two recital pieces learned during the semester
2. sight-read simple works for piano in both hands
3. demonstrate basic skills of playing including proper posture and fingering
4. speak intelligently about the different genres, composers, artists, and significant works of piano music

Instructional Model

Students will develop music skills through the study of first-year piano literature. Independent practice time constitutes the majority of class time activity. Students will perform for one another periodically throughout the semester. Through a variety of listening activities, students will also develop an appreciation for significant piano works, composers, and artists. Class discussion of performances and listening examples is an integral part of the students' musical study.

Expectations and Assessment

Students are expected to:

1. Practice independently during class time; students will receive one or two spot checks during class time to make sure that they are on task.
2. Master specific piano exercises and short solo pieces; students will be graded once per cycle on the performance of their assignments.
3. Listen critically and speak intelligently about piano performances
 - a. Students will listen to and respond to recording of famous composers and compositions via an in class worksheet.
 - b. Students will listen to and respond critically to the performances of classmates once per cycle.
 - c. Students will demonstrate mastered skills by performing in a graded semester recital.

**HINGHAM HIGH SCHOOL
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Music Appreciation

Descriptive Overview

Music Appreciation helps students develop critical listening skills and a deeper understanding of music through the study of various artists and genres. In this semester-long course, students will explore the impact music has on people and society throughout the world. This course will include the study of masterworks of the past as well as current popular styles. Music Appreciation is open to students in grades nine through twelve and no prior experience in music is required.

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AP Music Theory

Descriptive Overview

This advanced placement course will have the extensive homework and rigorous examinations that would be expected for a college level course in music theory. It will follow the prescribed curriculum of the College Board and have as its primary objective the successful passing of the Advanced Placement Examination in Music Theory. Prerequisites include either a final grade of 'A' in Music Theory and Composition or equivalent knowledge as determined by the instructor.

Objectives

Students will be able to:

1. identify rhythmic patterns, chord progressions, non-harmonic tones, melodic intervals, chords with inversions, scales, and modes, in notation and through aural dictation
2. sing, unaccompanied, melodic passages at sight using solfege syllables
3. perform basic keyboard skills such as chorales, scales, and cadences, in all major and minor keys
4. compose simple counterpoint and four-part harmonization following commonly accepted rules of voice leading and treatment of non-harmonic tones
5. analyze formal musical structures including binary/ternary forms, fugues, theme and variations, and sonata form, and compose short musical pieces illustrating their fundamental elements

Instructional Model

Students will progressively develop skills in listening, composition, analysis, and performance through aural dictation, composition projects, sight-singing using moveable *solfege*, keyboard study, written analytical exercises, and aural analysis of musical works. The first half of the music theory text *Tonal Harmony* (Kostka & Payne, 2004) is used as the basis for the course outline, and most homework assignments and class discussion is derived from its content. A significant amount of work in the course requires independent, self-paced study.

Expectations and Assessment

Students will be assessed through periodic written exams, frequent homework assignments, aural quizzes (using ear training software), and sight-singing quizzes. Students will also perform a keyboard proficiency exam once per term, and complete a significant composition project once per semester.

**HINGHAM HIGH SCHOOL
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Concert Band

Descriptive Overview

This elective course is open to all students in grades nine through twelve. Students learn basic skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four major concerts each year, and students have the opportunity to perform nationally or internationally on tour. This class is designed to prepare students for Wind Ensemble.

Objectives

By the end of study in grade nine, students will:

1. demonstrate the ability to read and interpret an instrumental score
2. read and sing at sight melodies and rhythms of a moderate difficulty
3. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
4. demonstrate an understanding of how musical elements interact to create expressiveness in music
5. demonstrate knowledge of the technical vocabulary of music, listen to performances of extended length with proper attention and audience protocol
6. interpret the meanings of artistic works through the use of contextual evidence
7. classify works from the United States and world cultures by genre, style and historical period

Instructional Model

Course content in freshman band is delivered in an ensemble setting, with class sizes ranging from 15 to 35 or more students in mixed instrumentation. Classes traditionally begin with warm-up exercises of both a melodic and rhythmic nature. Sight-reading examples are performed on instruments, singing or clapping, and the students are familiarized with the full range of major, minor and chromatic scales. The musical material presented to the students during the rehearsal proper will either be performed in concert, or comes from a method book with the intention of teaching a specific musical concept or technique. Where appropriate, students will be given lessons in music theory and music history.

Expectations and Assessment

Students enrolled in freshman band are expected to bring their instruments to class on a regular basis and bring them home in the interim to ensure proper practice habits. They are expected to follow classroom rules with regards to behavior, musicianship and participation. Students will perform frequent in-class playing quizzes derived from the rehearsal repertoire, and complete frequent basic theory quizzes dealing with ear-training and proper musical notation. Students will complete one writing assignment per term that relates rehearsal content to various extramusical factors. Students will be asked to prepare and perform one recorded assessment per term derived from the rehearsal repertoire, and will be expected to make notes in their scores with pencil.

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Freshman Orchestra

Descriptive Overview

This course is available to all students in grade nine who have previous experience playing their instrument. Students learn basic skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students build upon previously learned string playing skills and continue to develop their knowledge of the theoretical and historical content necessary to perform accurately and artistically on their instruments. There are four major performances each year, and students have the opportunity to perform and compete nationally or internationally on tour. This course is designed to prepare students for Orchestra. Freshmen Orchestra students have the opportunity to audition for Freshman Chamber Players and Chamber Players. Students may also elect to audition for area festivals sponsored by SEMSBA and MMEA.

Objectives

By the end of study in grade nine, students will:

1. demonstrate the ability to read and interpret an instrumental score
2. sight-read accurately and expressively music with a moderate difficulty
3. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
4. demonstrate an understanding of how musical elements interact to create expressiveness in music
5. demonstrate knowledge of the technical vocabulary of music, listen to performances of extended length with proper attention and audience protocol
6. interpret the meanings of artistic works through the use of contextual evidence
7. demonstrate a wide range of playing styles with appropriate left and right hand technique
8. demonstrate basic to moderate levels of shifting and vibrato

Instructional Model

Course content in Freshman Orchestra is delivered in an ensemble setting, with class sizes ranging from 15 to 35 or more students in mixed instrumentation. The musical material presented to the students during rehearsals will consist of exercises derived from standard methods intended to illustrate a specific musical concept or technique as well as repertoire to be performed in concert. Where appropriate, students will be given lessons in music theory and music history.

Expectations and Assessment

Students enrolled in Freshman Orchestra are expected to bring their instruments to class on a regular basis and bring them home in the interim to ensure proper practice habits. They are expected to follow classroom rules with regards to behavior, musicianship, and participation. Students will perform several in-class playing tests derived from the rehearsal repertoire. Attendance at all dress rehearsals and performances is mandatory. All Freshman Orchestra students are expected to participate in Symphony.

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Concert Chorale

Descriptive Overview

This course is available to all students in grade nine through twelve. Students learn basic skills and techniques of singing, reading music, and performing alone and with others. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four major concerts each year. The class is designed to prepare students for Mixed Chorus. Students may also elect to audition for area festivals sponsored by SEMSBA and MMEA.

Objectives

By the end of the term(s), students will be able to:

1. *read music purposefully* by improving their sight-reading ability and through conscientious attention to the printed musical score
2. *write effectively* on the historical and cultural aspects of the repertoire being performed and how this enhances their own experience of singing
3. *communicate effectively* and musically through healthy and artistic singing
4. *perform independently and cooperatively* with others by following a conductor and responding to their fellow choir members

Instructional Model

The vast majority of class time will be spent rehearsing choral music for performance; however, time will also be spent listening to recordings of choral music, writing journal entries documenting their reflections on music, learning the structures and techniques of the singing process, and performing short sight-reading melodies.

Expectations and Assessment

- a. The quality and degree of students' participation in rehearsals and performance, including attendance, will be measured. Students will be assessed through teacher-assessment and self-assessment at the end of each term, as well as weekly chorus grades.
- b. Students will sing short melodies using solfege syllables, as well as demonstrate their ability to perform their choral part alone.
- c. Students will keep rehearsal journals, in which they will periodically write of their rehearsal experience and reflections on music. Students may also write brief summaries of several journal entries.
- d. Students will be given two short quizzes per term, covering singing technique and choral repertoire.
- e. Students should make notes in their scores with pencil during rehearsal. Checking such notes ensures active and thoughtful participation by all choir members.

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Wind Ensemble

Descriptive Overview

This elective course is open to all students in grades nine through twelve accepted by audition or teacher recommendation. Students learn intermediate skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four major concerts each year, and students have the opportunity to perform nationally or internationally on tour.

Objectives

Throughout the course of study, students will:

1. demonstrate the ability to read and interpret an instrumental score
2. read and sing at sight melodies and rhythms of a moderate difficulty
3. sight-read accurately and expressively music with a moderate difficulty
4. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
5. demonstrate an understanding of how musical elements interact to create expressiveness in music
6. demonstrate knowledge of the technical vocabulary of music, listen to performances of extended length with proper attention and audience protocol
7. interpret the meanings of artistic works through the use of contextual evidence
8. classify works from the United States and world cultures by genre, style and historical period

Instructional Model

Course content in concert band is delivered in an ensemble setting in mixed instrumentation. Classes traditionally begin with warm-up exercises of both a melodic and rhythmic nature. Sight-reading examples are performed on instruments, singing or clapping, and the students are familiarized with the full range of major, minor and chromatic scales. The musical material presented to the students during the rehearsal proper will either be performed in concert, or comes from a method book with the intention of teaching a specific musical concept or technique. Where appropriate, students will be given lessons in music theory and music history.

Expectations and Assessment

Students enrolled in concert band are expected to bring their instruments to class on a regular basis and bring them home in the interim to ensure proper practice habits. They are expected to follow classroom rules with regards to behavior, musicianship and participation. Students will perform frequent in-class playing quizzes derived from the rehearsal repertoire, and complete frequent basic theory quizzes dealing with ear-training and proper musical notation. Students will complete one writing assignment per term that relates rehearsal content to various extramusical factors. Students will be asked to prepare and perform one recorded assessment per term derived from the rehearsal repertoire, and will be expected to make notes in their scores with pencil.

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Orchestra

Descriptive Overview

This course is available to all students in grade ten through twelve who have previous experience playing their instrument. Students learn intermediate skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students build upon previously learned string playing skills and continue to develop their knowledge of the theoretical and historical content necessary to perform accurately and artistically on their instruments. There are four major performances each year, and students have the opportunity to perform and compete nationally or internationally on tour. Orchestra students have the opportunity to audition for Chamber Players. Students may also elect to audition for area festivals sponsored by SEMSBA and MMEA.

Objectives

Throughout the course of study, students will:

1. demonstrate the ability to read and interpret an instrumental score
2. sight-read accurately and expressively music with a moderate difficulty
3. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
4. demonstrate an understanding of how musical elements interact to create expressiveness in music
5. demonstrate knowledge of the technical vocabulary of music, listen to performances of extended length with proper attention and audience protocol
6. interpret the meanings of artistic works through the use of contextual evidence
7. demonstrate a wide range of playing styles with appropriate left and right hand technique
8. demonstrate moderate to advanced levels of shifting and vibrato
9. exhibit critical listening skills through both teacher- and student-directed sectional rehearsals

Instructional Model

Course content in Orchestra is delivered in an ensemble setting, with class sizes ranging from 35 to 65 or more students in mixed instrumentation. The musical material presented to the students during rehearsals will consist of exercises derived from standard methods intended to illustrate a specific musical concept or technique as well as repertoire to be performed in concert. Where appropriate, students will be given lessons in music theory and music history.

Expectations and Assessment

Students enrolled in Orchestra are expected to bring their instruments to class on a regular basis and bring them home in the interim to ensure proper practice habits. They are expected to follow classroom rules with regards to behavior, musicianship, and participation. Students will perform several in-class playing tests derived from the rehearsal repertoire. Attendance at all dress rehearsals and performances is mandatory. All Orchestra students are expected to participate in Symphony.

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Symphony

Descriptive Overview

This course is available to all students in grade nine through twelve who have previous experience playing their instrument and who are enrolled in Freshman Orchestra, Orchestra, Concert Band, or Wind Ensemble. Students who are not participating in an instrumental ensemble may be added at the director's discretion on a case-by-case basis. Students learn intermediate skills and techniques of reading music, performing alone and with others, and developing their instrumental technique in a full orchestra setting. There are four major performances each year, and students have the opportunity to perform and compete nationally or internationally on tour.

Objectives

Throughout the course of study, students will demonstrate the skills developed in Freshman Orchestra, Orchestra, Concert Band, and Wind Ensemble while studying symphonic literature of the United States and world cultures.

Instructional Model

Course content in Symphony is delivered in an ensemble setting, with class sizes ranging between 70 and 110 or more students in mixed instrumentation. The musical material presented to the students during rehearsals will consist of repertoire to be performed in concert. Symphony repertoire will be rehearsed during Freshman Orchestra and Orchestra rehearsals in addition to the string literature covered in those courses. Where appropriate, students will be given lessons in music theory and music history.

Expectations and Assessment

All members of Freshman Orchestra and Orchestra are expected to participate in Symphony regardless of whether or not the course has officially been added to their academic schedules. Students participating in Symphony are expected to bring their instruments to class on a regular basis and bring them home in the interim to ensure proper practice habits. They are expected to follow classroom rules with regards to behavior, musicianship, and participation. Students enrolled in Symphony will be assessed with regards to the frequency of their participation in all rehearsals and performances.

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Mixed Chorus

Descriptive Overview

This course is available to all students in grades ten through twelve. Students learn intermediate skills and techniques of singing, reading music, and performing alone and with others. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four major concerts each year, and students have the opportunity to perform nationally or internationally on tour. Students may also elect to audition for area and state festivals sponsored by SEMSBA and MMEA.

Objectives

By the end of the term(s), students will be able to:

1. *read music purposefully* by improving their sight-reading ability and through conscientious attention to the printed musical score
2. *write effectively* on the historical and cultural aspects of the repertoire being performed and how this enhances their own experience of singing
3. *communicate effectively* and musically through healthy and artistic singing
4. *perform independently and cooperatively* with others by following a conductor and responding to their fellow choir members

Instructional Model

The vast majority of class time will be spent rehearsing choral music for performance; however, time will also be spent listening to recordings of choral music, writing journal entries documenting their reflections on music, learning the structures and techniques of the singing process, and performing short sight-reading melodies.

Expectations and Assessment

- a. The quality and degree of students' participation in rehearsals and performance, including attendance, will be measured. Students will be assessed through teacher-assessment and self-assessment at the end of each term, as well as weekly chorus grades.
- b. Students will sing short melodies using solfege syllables, as well as demonstrate their ability to perform their choral part alone.
- c. Students will keep rehearsal journals, in which they will periodically write of their rehearsal experience and reflections on music. Students may also write brief summaries of several journal entries.
- d. Students will be given two short quizzes per term, covering singing technique and choral repertoire.
- e. Students should make notes in their scores with pencil during rehearsal. Checking such notes ensures active and thoughtful participation by all choir members.

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Chamber Winds

Descriptive Overview

This after school elective course is open to all students in grades nine through twelve accepted by audition. This ensemble represents the most advanced instrumental students in grades nine through twelve who are accepted by audition only. Students learn advanced skills of reading music, experience rehearsal in the chamber music setting, and explore diverse and challenging repertoire. There are two major concerts each year, and students have the opportunity to perform nationally or internationally on tour.

Objectives

Throughout the course of study, students will demonstrate the skills developed in Concert Band, in addition to:

1. demonstrate the ability to read and interpret a full instrumental score
2. sight-read accurately and expressively music of a moderate to advanced difficulty
3. analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive

Instructional Model

The vast majority of class time will be spent rehearsing music for performance. However, time will be allotted for sight-reading and ear training exercises.

Expectations and Assessment

Students enrolled in wind ensemble will be assessed with regards to the quality of their participation in rehearsal and performance, their preparation for rehearsal, and their attendance. Students will be expected to prepare and audition for state and district music festivals.

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Jazz Band

Descriptive Overview

This ensemble represents instrumental students in grades nine through twelve who are accepted by audition only. Students learn advanced skills of reading music, performing alone and with others, improvisation, and developing their instrumental technique, with specific attention paid to the varied stylistic concerns of jazz music. There are two major concerts each year.

Objectives

Throughout the course of study, students will demonstrate the skills developed in Concert Band, in addition to:

1. demonstrate the ability to read and interpret a full instrumental score
2. sight-read accurately and expressively music of a moderate to advanced difficulty
3. improvise rhythmic and melodic variations on given melodies
4. improvise original melodies in a variety of styles over given chord progressions
5. demonstrate an understanding of instrumental scoring in jazz composition
6. analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive
7. identify examples of innovation and tradition in music and explain the works in relation to historical and cultural contexts
8. identify variants within the jazz style and describe the advantages and limitations of using the concept of style to describe and analyze the work

Instructional Model

The vast majority of class time will be spent rehearsing music for performance. However, time will be allotted for sight-reading and improvisational exercises.

Expectations and Assessment

Students enrolled in jazz band will be assessed with regards to the quality of their participation in rehearsal and performance, their preparation for rehearsal, and their attendance.

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Chamber Players

Descriptive Overview

This ensemble represents the most advanced instrumental students in grades nine through twelve who are accepted by audition only. Students learn advanced skills of reading music, performing alone and with others, and developing their instrumental technique. There are four major concerts each year, and students have the opportunity to perform and compete nationally or internationally on tour.

Objectives

Throughout the course of study, students will demonstrate the skills developed in Orchestra, in addition to:

1. demonstrate the ability to read and interpret a full instrumental score
2. sight-read accurately and expressively music of a moderate to advanced difficulty
3. analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive

Instructional Model

The vast majority of class time will be spent rehearsing music for performance and refining technique.

Expectations and Assessment

Students enrolled in Chamber Players will be assessed with regards to the quality of their participation in rehearsal and performance, their preparation for rehearsal, and their attendance. All students enrolled in Chamber Players are expected to take private lessons and are strongly encouraged to audition for area festivals sponsored by SEMSBA and MMEA.

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Choral Spectrum

Descriptive Overview

This ensemble represents the most advanced vocal students in grades ten through twelve who are accepted by audition only. Students learn advanced skills and techniques of singing, reading music, and performing alone and with others. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four major concerts each year, and students have the opportunity to perform nationally or internationally on tour.

Objectives

By the end of the term(s), students will be able to:

1. *read music purposefully* by improving their sight-reading ability and through conscientious attention to the printed musical score
2. *communicate effectively* and musically through healthy and artistic singing
3. *perform independently and cooperatively* with others by following a conductor and responding to their fellow choir members

Instructional Model

The vast majority of class time will be spent rehearsing choral music for performance; however, time will also be spent performing short sight-reading melodies.

Expectations and Assessment

- a. The quality and degree of students' participation in rehearsals and performance, including attendance, will be measured. Students will be assessed through teacher-assessment and self-assessment at the end of each term, as well as weekly chorus grades.
- b. Students will sing short melodies using solfege syllables, as well as demonstrate their ability to perform their choral part alone.