

The first K-12 curriculum that I observed was from Waterford Public Schools. This curriculum is a 311 page long PDF and very in depth. Waterford's curriculum starts out with a table of contents that lists every music group and grade level that the music group pertains to. Directly after the table of contents, the school gives an introduction, vision, and mission statement so the reader know the views and values of the school's music department. The curriculum is then divided into three sections: Elementary, Middle, and High School. In the Elementary section, the curriculum is broken down into individual grade levels ranging from K-5. In an introductory page in the Elementary section, there is an overview of each grade level's goals. For example, some goals for Kindergarten are: Expressive use of voice,, sing in a group, sing alone, etc. And some goals for third grade are: Musical terminology, sing in canon, listen to classmates' musical performances and responding appropriately, etc. With these goals in mind, the school expands further into each of these goals for each grade level. For each grade level, the school outlines expectations in regards to Rhythm, Melody, Harmony, Form, Timbre, and Responding followed by what the students should be able to do in each Trimester. For example, in the first trimester of Grade 1, in regards to rhythm, students should be able to create and perform stationary beat motions, develop ability to sense beat groups in songs and recorded music, respond in movement to tempo in songs and recorded music, and create and perform beat motions with recordings. For each trimester, next to the instructional strategies that were mentioned above, they also provide evidence of learning (what it looks like). For each grade level, they also include an assessment checklist that the teachers can use to determine whether the students are obtaining the goals that are set. The Middle School and High School sections generally follow the same format but with different goals for each group. For each group, there is a "Grade Level Expectations", "Instructional Strategies", and "Evidence of Learning" section and a checklist that goes along with each of these. The groups included in this curriculum are: Elementary General Music (K-5), Elementary Orchestra (3-5), Elementary Band (4-5), Elementary Chorus (4-5), Grade 6 General Music, Middle School: Orchestra, Band, Chorus, High School: Music Fundamentals, We Will Rock You: Music and Modern Culture, String Orchestra, Chamber Orchestra, Jazz Ensemble, Symphonic Band, Chorus, and Chamber Choir. With each group, there was a "Resource" section that listed the different methods books, teaching books, etc. that would go along with the curriculum. Overall, this curriculum was very in

depth with what the music department wanted to see, and it would be very easy to write a lesson plan for by just following the guidelines and using the checklist that is provided for the larger picture goals. This school outlines everything that they specifically want to see in their school.

The next curriculum that I observed was from Upper Moreland School District. This curriculum was organized mostly online. You start out at the home page and the first thing you see is their Mission Statement. Underneath the mission statement, is three different links that you can take: K-12 General Music, 6-12 Choral Music, or 4-12 Instrumental Music. If you click on one of the links, the website takes you to a new page with all of the different classes listed out with specific curricula for each class. Under K-12 General Music, the classes offered are: Grades K-8 General Music, High School AP Music Theory, High School Music Theory 1, and High School Piano and Guitar Labs. Under 6-12 Choral Music, the classes are: Grades 6-8 and 9-12 Chorus. And under 4-12 Instrumental Music the classes offered are: Grades 4-8 Instrumental Music, Grade 9-12 Orchestra, and Grade 9-12 Concert Band. Every class has its own curriculum, and if you click on the class, the link opens up a PDF of the class's curriculum. Each curriculum is organized the same way. First, the National Standards and State Standards for that grade level and group are given. Next is a description of the course. The objectives usually state that the class is working to the national and state standards. There is a list of materials that are used for each group followed by very general instructional activities (active listening, cooperative learning, hands-on activities, role playing, etc.). There is an estimated time to reach the goals of the standards listed above: 40-45 minutes for 36 weeks. Then there is a list of ways that the teacher can measure the students for assessment (performance assessment, written assessments, checklists, rubrics, etc.), and how many assessments actually need to be done for a grade. Overall, the organization is very good with this curriculum. However, I think the curriculum itself is very "Standards-based" and not really adapted to the particular school itself. This would offer a lot of leeway to the teachers. They get to choose their own materials and how they will teach the class, as long as they are working towards the national and state standards as well as assessing the students the correct amount of times.

The third curriculum I observed was from Wallingford Public Schools. The curriculum is a 7 page PDF listed in a table format. There are 8 different tables for the 8 different "Content Standards" that are listed out by the school. The 8 Content Standards are: 1. Students will sing, alone and with others, a

varied repertoire of music. 2. Students will play, alone and with others, a varied repertoire of instrumental music. 3. Students will improvise and/or compose melodies, variations and accompaniments. 4. Students will read and notate music. 5. Students will listen to, describe and analyze music. 6. Students will evaluate music and music performances. 7. Students will make connections between music, other disciplines and daily life. 8. Students will understand music in relation to history and culture. Each of these content standards are the standards for music from Kindergarten through 12th grade. Each grade level has a couple different goals in order to meet those standards. For example, in the first standard, the goals for Grade 1 are: read simple songs, reproduce the tonic pitch in melodies, and sing simple intervals- sol, mi, la. Whereas for the same standard grades 6-8 has these goals: Sing music in 2 and possibly 3-part harmony, sing blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor, sing a cappella, and sing major and chromatic scales. Overall, this curriculum is short and to the point. There is not a whole lot of detail which means instruction is open to the teacher as long as they are meeting the standards. These standards are the same K-12 with different goals in mind for each grade. There is not a materials section for this curriculum.

Comparing these three curriculum together, there are many similarities and differences. Waterford seems to be the most in depth curriculum out of the three. This would be very easy to write a lesson plan for because everything is outlined so easily for the teacher. However this curriculum would probably be the most restrictive for teachers because of the amount of depth that the curriculum goes into. The Upper Moreland and Wallingford Schools have a less in depth curriculum. This would probably be harder to plan for but it gives the teacher more freedom of what they want to accomplish. The Waterford and Wallingford School are similar in the aspect that they created many of their standards. They are setting school district music standards, whereas, the Moreland School curriculum was very much focused on the National and State Music Standards. The Waterford and Moreland School curriculum mentions specific books and repertoire that are being used in each grade level and ensemble, whereas the Wallingford School curriculum does not mention repertoire. The same two schools have a mission statement at the beginning of their curriculum. Wallingford does not. All three schools have their curriculum in PDF format. However, Moreland's curriculum is organized through links on their website. Many of the general goals and standards are the same from school to school. Each curriculum goes into a different amount of

depth on how they want their teacher to go about teaching towards those standards. Overall, the curriculum was different for each school in its organization and content, but each school followed the National and State Standards when adopting their own specific standards that they set for the school.

School Curriculum Links Respectively:

- <https://www.waterfordschools.org/cms/lib/CT01001345/Centricity/Domain/412/Music%20Curriculum%20FINAL%20revision.pdf>
- <https://www.umtsd.org/domain/91>
- https://www.wallingford.k12.ct.us/uploaded/Curriculum/MUSIC_k-12/Music_Scope_and_Sequence_K-12.pdf