

TITLE 126
PROCEDURAL RULE
WEST VIRGINIA BOARD OF EDUCATION

SERIES 44F
INSTRUCTIONAL GOALS AND OBJECTIVES FOR MUSIC

Policy (2528.10)

*CRITERIA OF
Excellence: ↗*

§126-44F-1. General.

1.1. Scope. -- The State Board of Education recognizes that curricular programs in the public schools should be current, sequenced to build upon prior learning, and appropriate to the developmental needs of the learner.

1.2. Authority. -- W. Va. Code §18-2-5.

1.3. Filing Date. -- January 7, 1991.

1.4. Effective Date. -- February 19, 1991.

1.5. Repeal of Former Rule. -- Repeals Series 18, Policy 2422.01.

§126-44F-2. Instructional Goals.

To operationalize the principles of excellence and equity, the Department of Education will develop and the State Board will approve instructional goals for each program of study prior to the adoption of textbooks. Instructional goals are comprehensive statements describing components crucial to the mastery of knowledge, skills, attitudes, and behaviors in individual programs of study.

§126-44F-3. Instructional Objectives.

The Department of Education will derive instructional objectives from approved goal statements. These instructional objectives will further define the knowledge, skills, attitudes, and behaviors so that learners may have the opportunity to develop in each program of study, thus providing both direction/uniformity to local school districts and the desired flexibility to use the instructional objectives appropriate to the specific needs of the district.

§126-44F-4. Program Assurances.

The Department of Education will consider instructional goals and objectives in the selection and adoption of textbooks and statewide student evaluation instruments.

§126-44F-5. Professional Preparation Programs.

Professional preparation programs and evaluation systems will be developed and implemented in a manner that (1) addresses the programs of study through approved instructional goals and recommended instructional objectives, and (2) the knowledge and skills required to successfully assist students in mastering those goals.

§126-44F-6. Requirements for Local School Districts.

The Board shall require local school districts, following adoption of the Program of Study: Instructional Goals, to: (1) review and revise county curriculum guides to include, but not be limited to, the State Program of Studies: Instructional Goals; (2) develop criteria from the newly adopted program for use in the selection of textbooks; and (3) provide direction to instructional staff to implement the adopted Program of Studies: Instructional Goals.

§126-44F-7. Guidelines and Technical Assistance.

Finally, the Department of Education will develop guidelines and provide technical assistance and leadership programs related to the implementation of this policy.

Instructional Goals: Music Program of Study
Regulations 2520.10

Early Childhood Education
(Grades K-4)

The goals of the Music Program of Study in Early Childhood Education is to prepare students to participate in and use music to enrich the quality of their lives. The local school district shall provide multiple opportunities for each student to develop his/her ability to:

Area of Study: Classroom/General Music

- | | |
|----------------------|---|
| Performing/Reading | <ul style="list-style-type: none"> * Sing and/or play a repertoire of tunes progressing in difficulty from two- and three-note melodic patterns to pentatonic tunes and to songs in major and minor keys; * Perform simple harmonic accompaniments (i.e., ostinatos and chord patterns played on bells or xylophones); * Perform a part in two- and three-part rounds and partner songs; * Recognize, interpret, and use symbols of musical notation: <ul style="list-style-type: none"> - progressing from pictorial or blank notation for two-note melodic patterns to standard notation for pentatonic tunes and simple songs in C major, - progressing from pictorial symbols to the use of whole, half, quarter, beamed eighth and sixteenth notes, whole, half and quarter rests, and eighth-note triplets, - including signs for dynamics and tempo (e.g., p, f, mp, mf, rit., accel., fermate <i>fermata</i>); * Demonstrate the beat and melodic rhythm of music in meters of
2, 3, 4;
4 4 4 |
| Creating | <ul style="list-style-type: none"> * Create simple melodic patterns, tunes, or sound-stories and improvise pentatonic tunes; |
| Listening/Describing | <ul style="list-style-type: none"> * Identify simple musical forms (e.g., AB, ABA, rondo) and compositional techniques (e.g., introduction, coda, sequence); * Recognize the timbre of adult soprano, alto, and bass solo voices and choral ensembles presented aurally; * Identify basic string, woodwind, brass, and percussion instruments presented aurally and visually. |

Middle Childhood Education
(Grades 5-8)

The goal of the required and elective offerings of the Music Program of Study in Middle Childhood Education is to prepare students to participate in and use music to enrich the quality of their lives. The local school district shall provide multiple opportunities, built upon previous learning, for each student to develop his/her ability to:

Area of Study: Classroom/General Music

- | | |
|----------------------|--|
| Performing/Reading | <ul style="list-style-type: none"> * Perform a twelve-bar blues composition, melodic minor and modal melodies, descants, two- and three-part songs; * Perform at sight melodies and two-part songs in C, F, Bb, Eb, G, D, or A major; * Perform notated meters of 5, 7, and 9 and meter changes using 5, 7, and 9; * Recognize, interpret, and use: <ul style="list-style-type: none"> - the major scale pattern of whole and half steps, - key signatures for C, F, Bb, Eb, G, D, and A major in treble and bass clefs, - I, IV, V, V7 chords of C, F, and G major, - treble and bass clefs, - eighth notes and rests, dotted quarter and half notes, beamed eighth and sixteenth notes, tied notes, syncopated patterns using eighth and quarter notes, - 2, 3, 4, 6, 2, C, C and meter changes using them,
4 4 4 8 2 - dynamic and tempo markings (e.g., sfz, fp, subito p, a tempo, rubato); |
| Creating | <ul style="list-style-type: none"> * Create and improvise rhythmic and melodic compositions and accompaniments; |
| Listening/Describing | <ul style="list-style-type: none"> * Distinguish between songs in major and minor keys presented aurally; * Identify musical forms (e.g., fugue, opera, operetta/musical, theme and variation) and compositional techniques (e.g., D.S.); * Compare works representing different style periods; * Describe the use of tempo and dynamics in music that is heard; * Identify solo voices, choral ensembles, orchestral instruments, instrumental ensembles, folk instruments, keyboard instruments, and electronic instruments presented aurally. |

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Area of Study: Instrumental Music--Strings

Performing/Reading

- * Play melodies and scales:
 - using major keys through three sharps and three flats, minor keys through two sharps and two flats, and chromatic tones,
 - progressing from first position to third position for violin and viola and half, second, third, and fourth positions with extensions for 'cello and bass;
- * Play at sight melodies in C, G, and D using first and third positions for violin and viola and half, first, second, third, and fourth positions for 'cello and bass;
- * Match pitches, tune his/her instrument, and play natural harmonics;
- * Play, play at sight, and identify unisons, octaves, seconds, thirds, fourths, fifths, sixths, and sevenths using one open string and a fingered note;
- * Play like and unlike phrases, sequences, triads in major keys, duets, two- and three-part rounds;
- * Identify binary, ternary, and rondo forms;
- * Recognize, interpret, and use musical symbols:
 - rhythmic notation including tied notes, sixteenth notes, dotted rhythms, syncopation, and eighth-note triplets,
 - signs for dynamics and tempo (e.g., p, f, mp, rit., ^aand tempo, andante, largo),
 - compositional techniques including the repeat sign, D.C. al Fine, multiple endings, and D.S. al Fine,
 - melodic ornamentation--trills and grace notes;
- * Play with a steady beat in meters of 2, 3, 4, 5, 6, and 9;
- * Recognize and play with good tone quality:
 - pizzicato.
 - various bowings (detache', staccato; two-, three-, and four-note slurs; slurred staccato; loure'; spiccato; and martelet')
 - resonant and intense tone,
 - con sordino,
 - vibrato and non-vibrato.

Area of Study: Instrumental Music--Winds and Percussion

Performing/Reading

- * Play melodies in the concert keys of F, Bb, and Eb, using major and perfect intervals, chromatic passages and scales, modulation(s), and solos;

- * Play at sight melodies in the concert keys of C, G, F, Bb, Eb, and Ab major, and minor keys (including harmonic minor);
- * Notate and play major scales in the concert keys of C, G, ~~F~~^F, Bb, Eb, and Ab major and selected minor scales;
- * Identify and perform:
 - duets, three-part rounds, and music with counter melodies,
 - binary and ternary forms,
 - compositional techniques (repeat signs, D.C. al Fine, multiple endings, measure repeat signs, D.S., coda);
- * Perform rhythmic patterns using a steady pulse:
 - in meters of 2, 3, 4, 5, and 6,
 - in music having tied notes and triplets;
- * Play a multiple bounce exercise; single strokes; five-, seven-, nine-, thirteen-, and seventeen-stroke rolls; flams; ruffs; flam accents; flam tap; flamacue; single, double, triple, and flam paradiddles; single and double drags; "Lesson 25" (Percussion only);
- * Play at sight sixteenth notes and syncopated passages;
- * Recognize, interpret, and use musical symbols for:
 - tempo (e.g., allegro, andante, rit., a tempo, moderato, accelerando, fermata),
 - dynamics (e.g., pp, p, mp, mf, f, ff, accents, crescendo, decrescendo),
 - articulation (e.g., slurs, legato, staccato);
- * Demonstrate good tone quality and good ensemble playing.

Listening/Describing

- * Identify, classify, and describe the method of sound production for woodwind, brass, and percussion instruments;

Area of Study: Choral Music

Performing/Reading

- * Sing accurately major and minor scales and melodies, major and perfect intervals, metrical and textural accents, arpeggiated major and minor triads, and letter names of a bass clef melody;
- * Sing unison, two-, and three-part songs from notated scores;
- * Sing at sight a repertoire of tunes progressing in difficulty from an eight-measure melody through a three-part choral piece in a major key;
- * Sing the I, IV, V7 chords as a member of an ensemble;
- * Identify and ^{sing} sign music in AB, ABA, canon, and chorale forms, and spirituals;

- * Perform at sight the melodic rhythm of music using meters of 2, 3, 4, 6, and C using meter changes, syncopated rhythmic patterns, augmentation, and diminution;
 - * Notate and play major scales in the concert keys of C, G, F, Bb, Eb and Ab major and selected minor scales;
 - * Recognize, interpret, and use symbols of musical notation including signs for dynamics and tempo (e.g., p, mp, mf, f, tenuto markings, largo, presto);
 - * Demonstrate, through performance, proper vocal techniques (tone production, breathing, attacks, releases, phrasing, dynamics);
- Listening/Describing
- * Describe characteristics of good tone production and of the changing voice;
 - * Identify soprano alto, cambiata, tenor, and bass voices when heard.

Adolescent Education
(Grades 9-12)

The goal of the elective offerings of the Music Program of Study in Adolescent Education is to prepare students to participate in and use music to enrich the quality of their lives. The local school district shall provide multiple opportunities for students to develop ability to:

Area of Study: Instrumental Music--Strings

Performing/Reading

- * Play melodies and scales:
 - using all major and minor keys and the chromatic scale,
 - using higher positions (second, fourth, fifth, sixth, and above for violin and viola; fifth, sixth, and thumb for 'cello; and fifth, sixth, and extreme upper for bass);
- * Play at sight melodies using positions through fifth for violin and viola, and sixth for 'cello and bass;
- * Play artificial harmonics ('cello and bass identify artificial harmonics);
- * Play double-stopped intervals (excluding 'cellos and basses when not applicable); three- and four-note chords; and arpeggiated I, IV, and V7 chords in root position and first inversion;
- * Play duets and trios (using the higher positions) and movements of a Baroque suite;
- * Recognize, interpret, and use:
 - double sharps and double flats, a turn, and music script showing subdivision of the beat,
 - signs for tempo and dynamics (allegretto, accelerando, tempo ^{changes} ~~and dynamics (allegretto, accelerando, tempo changes,~~ sforzando, sforzato, and terraced dynamics);
- * Play in subdivided meters,
 - 7, 12, 5, 7, and changing ~~meters~~;
 - 4 4 8 8 *meters*;
- * Demonstrate characteristics of good ensemble playing in quartets and full orchestra;
- * Prepare and evaluate his/her own solo performance.

Listening/Describing

- * Identify thirds, melodic minor melodies, the tonal center and mode of a melody, and tone clusters;
- * Compare two-, three-, and four-part harmony;

- * Identify introduction, coda, fugue, subject and countersubject of a fugue, counter melody, movements of Baroque suite, and Sonata-Allegro form;
- * Identify good tone quality; identify the characteristic timbre of each of the four strings on his/her instrument; describe the timbral characteristics of specific instruments; and distinguish between correctly and incorrectly adjusted instruments;

Area of Study: Instrumental Music--Winds and Percussion

Performing/Reading

- * Play:
 - melodies in all major keys and minor keys,
 - melodies with arpeggios, grace notes, trills, turns, double sharps, and double flats,
 - solo passages and evaluate his/her performance;
- * Play at sight melodies in major keys, minor keys, and melodies containing a change of meter;
- * Notate and play a chromatic scale, major scales to and including five sharps and six flats, and a relative minor scale;
- * Play arpeggiated I chords in major keys to and including four sharps and five flats; V7 chords in major keys to and including two sharps and two flats;
- * Recognize, interpret, and play counter melodies and pieces using canon, fugue, march, concerto, and rondo forms;
- * Interpret and play melodies using meters of 7, 9, and 12; polymeters; music script showing subdivision of the beat; changing meters; rubato; rhythmic augmentation and diminution; stage band rhythms; and symbols for rhythmic articulation;
- * Play music using single, double, and triple ratamacues; the anticipated seven-stroke roll; ten- and fifteen-stroke rolls; drag paradiddle 1 and 2; and the flam paradiddle diddle (Percussion only);
- * Recognize, interpret, and use symbols of music notation to demonstrate:
 - tempo indications and their relationships to metronome markings,
 - dynamic markings, dynamic changes, and con sordino,
 - staccato, marcato, and legato;
- * Demonstrate good ensemble playing and good tone quality with proper vibrato (Winds only);

- * Demonstrate good ensemble playing; proper mallet selection; proper playing of tympani, chime, gong, and Latin American instruments (Percussion only).

Area of Study: Choral Music

Performing/Reading

- * Sing accurately minor scales, chromatic scales, melodies based on modal scales, and minor intervals;
- * Sing at sight a 32-measure melody, a four-part choral selection, and a polyphonic composition;
- * Sing the i, iv, V7 chords as a member of an ensemble and identify the I, i, IV, iv, V7 chords presented aurally and from notation;
- * Sing four-part choral compositions using standard notation and contemporary symbols (one singer per part);
- * Perform melodic rhythms of music in meters of 5, 7, 9, and 12.
- * Sing and perform at sight complex rhythmic patterns using sixteenth notes, eighth and quarter note triplets, and dotted eighth notes;
- * Interpret standard, jazz, and rock rhythms;
- * Recognize, interpret, and use symbols of musical notation including signs for dynamics and tempo (e.g., tempo primo, rallentando, rubato, portamento, subito piano, ad libitum);
- * Demonstrate good tone production of dark and bright vowels, while maintaining uniform tone quality throughout his/her range, in a three- or four-part choral composition and in an extended melismatic passage;
- * Demonstrate natural vibrato; straight tone; portamento, glissando and marcato singing; and use of appropriate stylistic tone quality;
- * Interpret and evaluate vocal performances.

Listening/Describing —

- * Describe the characteristics and participate in the performance of a movement from a cantata and/or oratorio, a number from a musical/opera, and a madrigal and/or motet;



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(Plus all the volunteer
help we can get)

STATE OF WEST VIRGINIA

SECRETARY OF STATE

Building 1, Suite 157-K
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TO: Barbara Estep

AGENCY: Education

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: July 7, 1992

THE ATTACHED RULE RECENTLY FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF THE RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 44F TITLE: 126 Education

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: _____

TITLE OF PERSON SIGNING: _____

DATE: _____

* THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: Barbara L. Estep

TITLE OF PERSON SIGNING: Exec. Sec. WV Board of Ed

DATE: Aug 10, 1992

NOTE: IF YOU ARE NOT THE PERSON WHO HANDLES THIS RULE, PLEASE FORWARD TO THE CORRECT PERSON.