

The Bromfield School - Music Department

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INTRODUCTION

The Harvard Public Schools are dedicated to giving every student the opportunity and means to acquire essential and applicable knowledge in the content areas, and command of the critical reasoning and higher order thinking skills requisite for problem-solving, research and continuous learning. Complementary to its focus on students as learners, the schools are committed to helping students develop the interpersonal skills necessary for working effectively and cooperatively with others and becoming responsible school, community and world citizens. In support of the realization of this mission, the schools will embody the community's standards and expectations.

PHILOSOPHY

All of the opportunities provided for each student in the Harvard Public Schools Music Program are focused upon offering experiences to young people that will result in them finding joy and excitement in the creation of music. In the various phases of this program, they are brought into contact with new works of art and outstanding performers. They are continuously reminded that they must exhibit high artistic integrity when approaching any piece of music, since their responsibility is to recreate beauty. The important element in the program is the individual's musical/dramatic growth-the individual's depth of experience- the development of the individual's appreciation of music in particular and art in general.

The musical performing groups exist as possible vehicles for the artistic growth of the student- the student does not exist for these groups.

The development of a creative way of life as taught through creative artistic experiences is the desired end.

The philosophy of music education in the Harvard Public Schools is based on the premise that:

- *Every child has a right to a quality education in music
- *Music is an important part of the life of every child in every culture of the world.
- *Music should be stimulating, thought provoking, exciting, fun and should involve students in an active way.
- *That a major value of music is in the positive self-image that results from being involved with music.
- *That every child can achieve success in music.
- *That music can enhance and support all other curricula disciplines
- *That music speaks to every person in unique and at times profound ways.
- *That in the sophisticated technological world of today, music helps keep and enhance the "human" in each of us.
- *Music knowledge and performance will increase critical thinking skills, concentration, self-discipline, self-expression and self-esteem and as a result, research has consistently shown that students who study music perform better in their academics.

GOALS

Upon graduating from the Harvard Public Schools, students will have experienced a broad, well-balanced music education. They should be able to demonstrate skills and knowledge in each of the National Standards for Music:

- * Singing, alone and with others, a varied repertoire of music
- * Performing on instruments, alone and with others, a varied repertoire of music
- * Improvising melodies, variations, and accompaniments
- * Composing and arranging music within specified guidelines
- * Reading and notating music
- * Listening to, analyzing, and describing music
- * Evaluating music and music performances
- * Understanding relationships between music, the other arts, and disciplines outside the arts
- * Understanding music in relation to history and culture

This curriculum is organized to parallel the national standards, state frameworks, or both. The national standards are included in the following publication:

National Standards for Arts Education
What Every Young American Should Know and Be Able to Do In the Arts, 1994
MENC Publication # 1605 ISBN 1-56545-036-1
Music Educators' National Conference
Reston, Virginia

EXPECTATIONS

The Harvard Public Schools Music Department is dedicated to the facilitation of all the general Harvard Public Schools Student Expectations. The student is also expected to:

1. Read and listen critically for information, understanding, and enjoyment.
2. Write and speak clearly, factually, persuasively, and creatively in Standard English.
3. Identify and develop his/her individual talents. (#10)

These expectations are in compliance with the *Massachusetts Department of Education Arts Curriculum Framework: The Practice of Creating* dated November 19, 1997.

The core concept of the frameworks may be used to express the mission of the Harvard Public Schools Music Department.

Experience in the creative process is essential for all learners. In the arts, this process involves solving problems with skills and imagination, discovering new questions, and producing new ideas, objects, or interpretations of existing works. Learning in, about, and through the arts develops each learner's capacity to make meaning from experience, respond to creativity, and contribute to society.

These courses are the avenues through which the Framework Strands and Learning Standards of the Massachusetts Department of Education are presented. Those are as follows:

Creating and Performing

1. Students will use the arts to express ideas, emotions and beliefs.
2. Students will acquire essential skills and literacy unique to each art form.

Thinking and Responding

3. Students will use imaginative and reflective thinking during all phases of creating and performing.
4. Students will use analytical and critical thinking to respond to works of art.

Connecting and Contributing

5. Students will investigate the cultural and historical contexts of the arts.
6. Students will integrate the arts and make connections among the arts and other disciplines.
7. Students will use technology in order to create, perform, and conduct research in the arts.
8. Students will participate in the community's cultural and artistic life.

STANDARDS DESCRIPTIONS - MASSACHUSETTS AND NATIONAL

MASSACHUSETTS ARTS CORE CONCEPTS AND STRANDS

CORE CONCEPT I: Learning in the arts is grounded in production and performance

- Strand 1. Use the arts as a way of expressing ideas, feelings and beliefs.
- Strand 2. Gain satisfaction from learning the essential skills and technical demands unique to each art form.
- Strand 3. Participate in the arts for enjoyment and personal growth.
- Strand 4. Integrate their understanding of the arts by seeking connections and parallels among arts disciplines.

CORE CONCEPT II: Learning in, about and through the arts develops imaginative, critical, and reflective thinking.

- Strand 5: Understand the dynamics of the creative process and gain insight into their work through reflection.
- Strand 6: Observe, discuss, analyze and make critical judgments about the artistic work of others.

CORE CONCEPT III: Learning in about and through the arts requires an understanding of cultural and historical contexts.

- Strand 7: Turn to the arts to further their awareness of peoples and cultures.
- Strand 8: Are knowledgeable about the ways in which technology and invention have historically influenced artists and offered them new possibilities for expression.
- Strand 9: Contribute to their communities by sharing their expertise in the arts and by participating in the activities of cultural institutions.

NATIONAL STANDARDS FOR MUSIC EDUCATION

National Standard 1: All Grades

Children shall sing alone and with others, a varied repertoire of music.

National Standard 2: All Grades

Performing on instruments, alone and with others a varied repertoire of music.

National Standard 3: All Grades

Improvising melodies, variations, and accompaniments.

National Standard 4: All Grades

Composing and arranging music within specified guidelines.

National Standard 5: All Grades

Reading and Notating Music.

National Standard 6: All Grades

Listening to, analyzing, and describing music.

National Standard 7: All Grades

Evaluating music and music performances

National Standard 8: All Grades

Understanding relationships between music, the other arts, and disciplines outside the arts.

National Standard 9: All Grades

Understanding music in relation to history and culture.