

# Music

## Course Flowchart and Course Descriptions

### PreKindergarten - Grade 8

The Regulations of the Commissioner of Education Part 100 specify that public school students are to receive instruction in the arts including Visual Arts, Dance, Music and Theater in grades PreK-K (CR 100.3(a)), and grades one through six (CR 100.3(b)). Additionally, students are to receive one-half unit of study in Music (delivered by a certified Music teacher) across grades seven and eight (CR 100.4).

Music curricula in elementary and middle school **must align to *The 2017 New York State Learning Standards for Music for grades P-8*** and be cognitively and developmentally appropriate. It is recommended that music courses be taught by a licensed Music Education Teacher in grades K-5 and required in grades 6-12.

The following Course Flowcharts are guidance and suggest possible course progressions and do not include all possibilities. Districts should consider the needs of all students when planning arts coursework in addition to ensuring courses are appropriately aligned to the Arts Learning Standards at the appropriate grade level.

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| <p style="text-align: center;"><b>General Music</b></p> <p>55128 Music (Early Childhood Education)<br/>           55129 Music (Pre-Kindergarten)<br/>           55130 Music (Kindergarten)<br/>           55131 Music (Grade 1)<br/>           55132 Music (Grade 2)<br/>           55133 Music (Grade 3)<br/>           55134 Music (grade 4)<br/>           55135 Music (Grade 5)<br/>           55136 Music (Grade 6)<br/>           55137 Music (Grade 7)<br/>           55138 Music (Grade 8)<br/>           55116 Music History/Appreciation<br/>           55118 Music Appreciation</p> | <p style="text-align: center;"><b>Traditional &amp; Emerging Ensembles</b></p> <p>55101 General Band<br/>           55102 Concert Band<br/>           55103 Marching Band<br/>           55104 Orchestra<br/>           55105 Contemporary Band<br/>           55106 Instrumental Ensembles<br/>           55110 Chorus<br/>           55111 Vocal Ensembles<br/>           55139 Music (to include courses such as barber shop, a cappella, jazz ensembles, steel drum/pan, Taiko drumming)</p> |
| <p style="text-align: center;"><b>Harmonizing Instruments</b></p> <p>55147 Music—Independent Study Music<br/>           55149 Music—Other (to include courses such as keyboards or guitars)</p>  | <p style="text-align: center;"><b>Music Technology</b></p> <p>55147 Music—Independent Study Music<br/>           55149 Music—Other (to include courses such as recording, algorithmic composition, digital audio workstation composition)</p>  |

- All music instruction and courses of study must be aligned to reflect all 11 Music Standards.

## GENERAL MUSIC

### **55128 Music (Early Childhood Education)**

Music (early childhood education) courses provide developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Specific course content conforms to any existing state standards for early childhood education.

### **55129 Music (Pre-Kindergarten)**

Music (pre-kindergarten) courses provide developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Specific course content conforms to any existing state standards for pre-kindergarten.

### **55130 Music (Kindergarten)**

Music (kindergarten) courses provide developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Specific course content conforms to any existing state standards for kindergarten.

### **55131 Music (Grade 1)**

Music (Grade 1) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for Grade 1.

### **55132 Music (Grade 2)**

Music (Grade 2) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and to incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for Grade 2.

### **55133 Music (Grade 3)**

Music (Grade 3) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for Grade 3.

### **55134 Music (grade 4)**

Music (Grade 4) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for Grade 4.

### **55135 Music (Grade 5)**

Music (Grade 5) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for Grade 5.

### **55136 Music (Grade 6)**

Music (Grade 6) courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for Grade 6.

### **55137 Music (Grade 7)**

Music (Grade 7) courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for Grade 7.

### **55138 Music (Grade 8)**

Music (Grade 8) courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for Grade 8.

## **TRADITIONAL ENSEMBLES**

### **55101 General Band**

General Band courses develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of non-specified band literature styles (concert, marching, orchestral, and modern styles).

### **55102 Concert Band**

Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances.

### **55103 Marching Band**

Courses in Marching Band are intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances. *(n.b. This course was recommended for deletion in NCES Arts Classification System.)*

### **55104 Orchestra**

Orchestra courses are designed to develop students' abilities to play brass, woodwind, percussion, and string instruments, covering a variety of string and orchestral literature styles.

### **55106 Instrumental Ensembles**

Instrumental Ensemble courses are intended to develop students' technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles.

### **55110 Chorus**

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts.

### **55111 Vocal Ensembles**

Vocal Ensemble courses are intended to develop vocal techniques and the ability to sing parts in small ensemble or madrigal groups. Course goals may include the development of solo or improvisational singing ability and may emphasize one or several ensemble literature styles.

## **EMERGING ENSEMBLES**

### **55105 Contemporary Band**

Contemporary Band courses help students develop their techniques for playing brass, woodwind, percussion, and string instruments, as well as guitars and keyboards, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock.

## **HISTORY/APPRECIATION**

### **55116 Music History/Appreciation**

Music History/Appreciation courses survey different musical styles and periods with the intent of increasing students' enjoyment of musical styles and/or developing their artistic or technical judgment. Music History/Appreciation courses may also focus on developing an understanding of a particular style or period.

### **55118 Music Appreciation**

Similar in nature to Music History/Appreciation courses, Music Appreciation courses focus specifically on students' appreciation of music. They are designed to help students explore the world of music and to develop an understanding of the importance of music in their lives.

## **INTERDISCIPLINARY/INDEPENDENT STUDY**

### **55147 Music—Independent Study Music**

Independent Study courses, often conducted with instructors, professional musicians, or voice coaches as mentors, enable students to explore music-related topics. Independent Study courses may serve as an

opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.

## 55149 Music—Other

### 55139 Music

Code 55139, representing Music courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”), or when the content descriptions above (Music, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

## Grade 9 - Grade 12

The Regulations of the Commissioner of Education Part 100 specify that students in grades nine through twelve must have the opportunity to complete a unit of credit in the Arts; which may include Visual Arts, Music, Dance, or Theater to satisfy Regents diploma requirements (CR 100.5(a)3(v)). Students should also have the opportunity to begin a sequence in the arts in grade nine (100.2(h)).

Courses used for the 1-unit diploma requirement should be comprehensive and foundational, should meet all 11 Music Arts standards at the HS1 Level, and must be taught by a certified Music educator. High School Comprehensive Foundation Level courses foster a broad range of problem-solving and skill development, facilitating a deeper understanding of music that supports further study and encourages lifelong engagement.

High School Advanced Level courses enable students who excel in the Arts to complete an Arts sequence, and Regents Diploma with Advanced Designation and/or a (4+1) Pathway option. Depending on prior experience of the student and course placement within a sequence, some courses listed as HSII *Accomplished* may also meet the needs of students at the HSIII *Advanced* Level.

*\*For a complete description of the Proficient (HSI), Accomplished (HSII) and Advanced (HSIII) Level, please see the Standards Implementation Guide, p. 27, available at <http://www.nysed.gov/common/nysed/files/programs/standards-instruction/2017-implementation-guide-9.2-.pdf>*

**The following Course Flowcharts are guidance and suggest possible course progressions and do not include all possibilities. Districts should consider the needs of all students when planning arts coursework in addition to ensuring courses are appropriately aligned to the Arts Learning Standards at the Proficient, Accomplished, or Advanced levels.**

### Traditional & Emerging Ensembles

05101 Music - General Band, HS I Level

05104 Music - Orchestra/String Orchestra, HS I Level

05106 Music - Chamber or Small Ensembles, HS I Level

05110 Music - Chorus, HS I Level

05111 Music - Vocal Ensembles, HS I Level  
 05112 Music - Individual Technique/Vocal Music, HS I Level  
 05105 Music - Contemporary Instrumental Ensemble, HS I Level  
 05109 Music - Individual Technique- Instrumental Music, HS I Level

05101 Music - General Band, HS II or III Level  
 05102 Music - Beginning/Intermediate Band, HS II or III Level  
 05104 Music - Orchestra/String Orchestra, HS II or III Level  
 05106 Music - Chamber or Small Ensembles, HS II or III Level  
 05110 Music - Chorus, HS II or III Level  
 05111 Music - Vocal Ensembles, HS II or III Level  
 05112 Music - Individual Technique/Vocal Music, HS II or III Level  
 05105 Music - Contemporary Instrumental Ensemble, HS II or III Level  
 05109 Music - Individual Technique- Instrumental Music, HS II or III Level

05102 Music - Beginning/Intermediate Band  
 05104 Music - Beginning/Intermediate Strings

### Interdisciplinary Studies

05116 Music - Music History/Appreciation, HS I Level  
 05118 Music - Music Appreciation, HS I Level  
 05201 Music - Interdisciplinary Arts, HS I Level

05117 Music - Music History, HS II or III Level  
 05115 IB Music, HS II or III Level

05147 Music - Music Independent Study  
 05148 Music - Workplace Experience/Internship

### Harmonizing Instruments

05107 Music - Piano, HS I Level  
 05108 Music - Guitar, HS I Level

05107 Music - Piano, HS II or III Level  
 05108 Music - Guitar, HS II or III Level

### Composition & Music Theory

05113 Music Theory, HS I Level  
 05114 AP Music Theory  
 05119 Music - Composition & Songwriting

### Music Technology

05149 Music - Recording & Production/Electronic Music HS I Level  
 05149 Music - Recording & Production/Electronic Music HS I Level  
 05147 Music - Music Independent Study  
 05149 Music - Other

## TRADITIONAL ENSEMBLES

### 05101 Music - General Band

Students develop techniques for playing brass, woodwind, and percussion instruments as a means to studying and performing a variety of concert band literature styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. Band

courses may be offered on multiple skill levels to accommodate student proficiency and may include course titles such as Concert Band, Symphonic Band, Advanced Band, or Wind Ensemble. Band courses may include marching activities for a portion of the year.

### **05102 Music - Beginning/Intermediate Band**

Students develop techniques for playing brass, woodwind, and percussion instruments as a means to studying and performing a variety of concert band literature styles. Students learn appropriate care, handling, and maintenance of musical instruments. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. Band courses may include marching activities for a portion of the year.

### **05104 Music - Orchestra/String Orchestra**

Students develop technique for playing string instruments as a means to studying and performing a variety of orchestral string orchestra literature styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. Full orchestras include strings along with woodwind, brass, and percussion instruments; string orchestras use traditional string instruments for string orchestra instrumental configurations. Orchestra courses are offered on multiple skill levels to accommodate proficiency and include instruction at beginning, intermediate, or advanced levels.

### **05106 Music - Chamber or Small Ensembles**

Students study and perform a variety of traditional styles such as traditional chamber music, and contemporary or popular styles, such as jazz and rock, while also cultivating students' technique on instruments appropriate to the style(s) performed -- brass, woodwind, string, percussion instruments, and/or electronic. These ensembles include both instrumental and vocal music such a jazz combo with a singer. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed and applied through rehearsal and performance, improvisation, and/or creating and performing students' own compositions.

### **05110 Music - Chorus**

Students develop vocal skills in the context of a large choral ensemble as a means to study and perform a variety of styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences.

### **05111 Music - Vocal Ensembles**

Students refine vocal techniques and the ability to sing parts in small ensembles such as madrigal groups. Course goals include the development of solo singing ability and emphasize one or several ensemble literature styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences.

### **05112 Music - Individual Technique – Vocal Music**

Students extend and refine vocal techniques beyond the ability to sing in groups. These courses are conducted individually or in small groups. Formal and informal performances are included as part of the instructional program.

## **EMERGING ENSEMBLES**



### **05105 Music - Contemporary Instrumental Ensemble**

Students study and perform a variety of contemporary or popular styles, such as jazz and rock, while also cultivating students' technique on instruments appropriate to the style(s) performed -- brass, woodwind, string, percussion instruments, and/or electronic. These ensembles include both instrumental and vocal music. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed and applied through rehearsal and performance, improvisation, and/or creating and performing students' own compositions.

## **HARMONIZING INSTRUMENTS**

### **05107 Music - Piano**

Students explore the fundamentals of music and basic keyboard techniques such as scales, chords, melodic lines, and harmonic structure. These courses include more advanced keyboard techniques. Formal and informal performances are included as part of piano course instructional programs.

### **05108 Music - Guitar**

Students explore the fundamentals of music and guitar-playing techniques, such as strumming and chords. These courses may also include more advanced guitar-playing techniques. Formal and informal performances are included as part of guitar course instructional programs.

### **05109 Music - Individual Technique-Instrumental Music**

Students extend and refine instrumental techniques. These courses are conducted individually or in small group. Formal and informal performances are included as part of the instructional program.

## **THEORY**

### **05113 Music Theory**

Music Theory courses provide students with an understanding of the fundamentals of music and include one or more of the following topics: melody, harmony, composition, arrangement, analysis, aural development, and sight reading.

### **05114 AP Music Theory**

AP Music Theory courses are designed to be the equivalent of a first-year music theory college course as specified by the College Board. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students who already possess performance-level skills, AP Music Theory courses extend and build upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of the course.

### **05119 Music - Composition/Songwriting**

Students express themselves through creating music. These courses use conventional or non-conventional notation, and can include instrumental and vocal music. Along with musical instruments and voice, technology may be used for creating, recording, and performing music.



## HISTORY/APPRECIATION

### **05116 Music - Music History/Appreciation**

Students develop an understanding of music and its importance in relation to the human experience. Learning experiences include guided listening, analysis, discussion and hands-on experimentation – including informal performance, improvisation, or composition – focused on how various styles of music apply musical elements to create expressive or aesthetic impact.

### **05117 Music - Music History**

Students develop an understanding of music, its importance and context in a selected range of historical periods and/or cultural styles. Learning experiences include guided listening, analysis, and discussion, and engage students through hands-on experimentation – possibly informal performance, improvisation, or composition.

### **05118 Music - Music Appreciation**

Students develop an understanding of music and its importance in their lives. Learning experiences include guided listening, analysis, discussion and hands-on experimentation – including informal performance, improvisation, or composition – focused on how various styles of music apply musical elements to create expressive or aesthetic impact.

## TECHNOLOGY

### **05149 Music - Recording and Production/Electronic Music**

Students learn and apply skills in music recording techniques, music editing, mixing and creating finished musical recordings for a variety of purposes. These courses include classroom settings at the school or workplace/internship experiences in professional recording studios.

## INTERDISCIPLINARY

### **05115 – IB Music**

IB Music courses prepare students to take the International Baccalaureate Music exam at either the Subsidiary or Higher level. IB Music courses develop students' knowledge and understanding of music through training in musical skills (listening, performing, and composing); exposure to music theory; and formulation of an historic and global awareness of musical forms and styles. Historical, theoretical, and practical studies are suggested by the IB Curriculum Board.

### **05201 Music - Interdisciplinary Arts**

Students explore communication across arts disciplines and contribute to mastery of standards in each arts discipline. Music and all or any subset of the theater, visual arts, music, dance, and literature may be addressed in the curriculum for these courses. Students study and critique the works of others and participate in or produce music and works in other art forms. These courses include comparative study of various art forms over time (e.g., the interrelationship of theater and visual arts of a particular time period and culture).

### **05147 Music - Music Independent Study**

Students focus on a specific area of emphasis within music. Students independently explore specific areas within the study of music. Examples include composition, advanced performance technique and/or coaching, instrument making and professional management. Students expand their expertise in a particular form or style, explore a topic in greater detail, or to develop more advanced skills.

### **05148 - Music - Workplace Experience/Internship**

Students work in a music related field. They are matched with a working professional who has a similar area of expertise. Goals are set cooperatively between the student, teacher, and the working professional. These courses include classroom activities where teachers monitor progress toward meeting the goals of the experience and include additional study of the field and personal reflection of the experience.

### **05149 Music - Other**

Music courses that can not be reflected in the accepted NCES course descriptions listed in this document where elective or required credit will be offered to students upon completion of the course.

*\* Course Codes based upon National Center for Educational Statistics School Courses for the Exchange of Data (SCED)*

## **Sample Music Course Sequences**

The following sequences are suggestions of possible course progressions. Districts should consider the needs of all students when planning arts coursework in addition to ensuring courses are appropriately aligned to the Arts Learning Standards at the Proficient, Accomplished, or Advanced levels.

### **Sample Three-Course Sequences**

#### **Three Course Sequence**

**Year One** Traditional//Emerging Ensemble (Proficient)

**Year Two** Traditional//Emerging Ensemble (Accomplished)

**Year Three** Traditional//Emerging Ensemble (Advanced)

#### **Three Course Sequence**

**Year One** Intro to Music (Proficient)

**Year Two** Music Technology (Proficient)

**Year Three** Music Technology (Accomplished)

#### **Three Course Sequence**

**Year One** Harmonizing Instruments (Proficient)

**Year Two** Music Theory (Accomplished)

**Year Three** AP Music Theory (Advanced)

### **Sample Five-Course Sequences**

### Five Course Sequence

**Year One** Traditional/Emerging Ensemble (Proficient)

**Year Two** Traditional/Emerging Ensemble (Accomplished)

**Year Three** Traditional/Emerging Ensemble (Accomplished-Advanced)

**Year Three** Music Theory (Proficient)

**Year Four** Traditional/Emerging Ensemble (Advanced)

### Five Course Sequence

**Year One** Harmonizing Instruments (Proficient)

**Year Two** Harmonizing Instruments (Accomplished)

**Year Three** Harmonizing Instruments (Advanced)

**Year Three** Harmonizing Instruments (Advanced)

**Year Three** Music Technology (Accomplished)

**Year Four** Music Technology (Advanced)

### Five Course Sequence

**Year One** Traditional//Emerging Ensemble (Proficient)

**Year Two** Traditional//Emerging Ensemble (Accomplished)

**Year Two** Music Theory (Accomplished)

**Year Three** Harmonizing Instruments (Proficient)

**Year Four** AP Music Theory (Advanced)