

# Characteristics of Sequential High School Music Programs

*(Based upon National Association for Music Education Standards)*

## Curriculum and Scheduling

1. Every music course, including performance courses, provides experiences in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Also included are learning experiences designed to develop the ability to read music, use the notation and terminology of music, describe music, make informed evaluations concerning music, and understand music and music practices in relation to history and culture and to other disciplines in the curriculum.
2. The repertoire taught includes music representing diverse genres and styles from various periods and cultures.
3. **The music curriculum is described and outlined in a series of sequential and articulated curriculum guides for each course.**
4. **Beginning, intermediate, and advanced choral and instrumental instruction is available. Instruction is also provided on instruments that reflect the musical interests of the community when clearly identifiable.**
5. Every music course meets at least every other day in periods of at least forty-five minutes.
6. One semester-length music course other than band, orchestra, and chorus is offered for each four hundred students in the school. At least one of these courses has no pre-requisites.
7. Choral and instrumental ensembles and classes are offered during the school day and are scheduled so that all members of each ensemble meet as a unit throughout the year or have equivalent time under an alternative scheduling arrangement.
8. When enrollment justifies, the school offers at least two bands, two orchestras, and two choruses, differentiated by the experience or age level of their members, or, in the case of choruses, by their composition (e.g., treble voices, lower voices, mixed voices). Other choral and instrumental ensembles or classes are offered that reflect the musical interests of the community when clearly identifiable.

9. At least one performing organization other than band, orchestra, and chorus (e.g., jazz ensemble, madrigal singers, show choir, gospel choir) is available for each three hundred students in the school.
10. In schools not utilizing block scheduling, the school day includes no fewer than eight instructional periods. Every effort is made to avoid scheduling single-section courses in music against single-section courses in required subjects.
11. Every performing group presents a series of performances or open rehearsals each year for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students learning experiences but not so great as to interfere with the learning process, to reduce the amount of time available to achieve the instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education.
12. Musicians and music institutions of the community are utilized, when available, to enhance and strengthen the school music curriculum.
13. When students with disabilities are included in regular music classes:
  1. a. Their placement is determined on the same basis as placement for students without disabilities (e.g., musical achievement, chronological age).
  2. b. Music educators are involved in placement decisions and are fully informed about the needs of each student.
14. Students with disabilities are given the same opportunities to elect choral and instrumental instruction as other students. If a music task cannot be performed by students with disabilities exactly as it would be by other students, adaptation is provided so that students with disabilities can participate insofar as possible.
15. Academic credit is awarded for music study on the same basis as for comparable courses. Grades earned in music courses are considered in determining the grade point averages and class rankings of students on the same basis as grades in comparable courses.
16. Special experiences are designed for musically gifted and talented students according to their abilities and interests.

## **Staffing**

All music educators are musicians/teachers who are certified to teach music, have extensive specialized knowledge and training, and are fully qualified to teach every course they are assigned.