

Music Standards

**Includes:
General Music
Vocal Music
Band
Strings**

Refer to State Standards for Examples and Clarifications at www.ksde.org

2007-08

Committee Members

**Diana Neely
Paul Fibelkorn
Kipp Willnauer
Janet Wittkopf
Janet Reynolds**

Music Standards

Kindergarten

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Sing in groups with an age-appropriate voice and a steady beat**
 - A. Identify different ways to use the voice
 - a. Singing, speaking, calling (shouting), and whispering voices
 - B. Sing simple echo patterns
- 2. Sing with expression**
 - A. Sing with contrasts
 - a. High/Low, Fast/Slow, Long/Short, Loud/Soft
- 3. Sing a variety of songs**

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Perform accompaniments on a variety of instruments with a steady beat**
 - A. Play 1-to-2 pitch accompaniments
- 2. Perform easy rhythmic patterns accurately on body and rhythmic classroom instruments**
 - A. Echo patterns using patschen, clapping, and rhythmic instruments
- 3. Play with expression**
 - A. Play with contrasts
 - a. High/Low, Fast/Slow, Long/Short, Loud/Soft
- 4. Play classroom instruments while others sing and while singing songs**
- 5. Learn proper instrument care for age-appropriate instruments**

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

- 1. Echo melodies**
 - A. Echo melodies using pitches, dynamics, and tempo
 - B. Answer melodies using pitches, dynamics, and tempo

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

- 1. Create and arrange music to accompany readings or dramatizations.**
 - A. Create a simple rhythmic accompaniment to accompany a poem or story.
- 2. Create using a variety of sound sources**
 - A. Body and rhythmic instruments

READING AND NOTATING MUSIC

- 1. Demonstrate note reading skills**
 - A. Reads icons to demonstrate musical concepts
 - B. Differentiate between icons and printed music
 - C. Identify simple music notation
 - a. Differentiate between a notehead and a circle
 - b. Differentiate between stemmed and non-stemmed note values

LISTENING TO, ANALYZING, AND DESCRIBING MUSIC

- 1. Identify various types of sounds**
 - A. Differentiate between voice types
 - a. Whisper, Call (Shout), Speak, Sing
 - B. Differentiate between voices and instruments
- 2. Describe music using simple contrasts**
 - A. High/Low, Fast/Slow, Long/Short, Loud/Soft
 - B. Identify individual likes and dislikes in music
 - C. Say what you think about music you hear

EVALUATE MUSIC AND MUSIC PERFORMANCE

- 1. Describe music using simple contrasts**
 - A. High/Low, Fast/Slow, Long/Short, Loud/Soft
 - B. Identify individual likes and dislikes in music
 - C. Say what you think about many styles of music

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

- 1. Move to the emotion of various musical styles with a steady beat**
- 2. Move with contrasts**
 - A. High/Low, Fast/Slow, Long/Short, Loud/Soft
- 3. Visually (listening maps) and orally respond to various styles of music**

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Listen to various kinds of music from other cultures**
- 2. Identify the role of music in our culture**
 - A. Determine where and when music is a part of our lives
- 3. Respond to different styles of music**
 - A. Say what you think about many styles of music
- 4. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know when and how to clap for others' performances

Music Standards

First Grade

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Sing in groups with an age-appropriate voice with accurate pitch and rhythm and appropriate posture**
 - A. Independently use a developmentally appropriate voice to sing pentatonic songs
 - B. Demonstrate a steady tempo
 - C. Identify different ways to use the voice
 - a. Singing, speaking, calling (shouting), and whispering voices
 - D. Sing simple echo patterns
- 2. Sing with expression**
 - A. Sing with contrasts
 - a. High/Low, Fast/Slow, Long/Short, Loud/Soft
 - B. Move to musical phrases
- 3. Sing from memory a variety of songs**
- 4. Sing in groups responding to the cues of a conductor**
 - A. Demonstrate appropriate timbre and dynamics while singing in an ensemble setting
 - B. Respond expressively to conductor's cues while singing in a musical performance

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Perform accompaniments on a variety of instruments in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo [beat].**
 - A. Perform a two-pitch ostinato with alternating hands or as a two-note interval
 - B. Perform rhythms using quarter and set-of-eighth note patterns
- 2. Perform easy rhythmic patterns accurately on body and rhythmic classroom instruments**
 - A. Echo patterns using patschen, clapping, and rhythmic instruments
- 3. Play with expression**
 - A. Play with contrasts
 - a. High/Low, Fast/Slow, Long/Short, Loud/Soft
- 4. Play classroom instruments while others sing and while singing songs**
- 5. Learn proper instrument care for age-appropriate instruments**

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

- 1. Play or sing a pitched echo response**
- 2. Play or sing a pitched answer response**
- 3. Improvise rhythmic pattern to accompany a song**

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

- 1. Create and arrange music to accompany readings or dramatizations**
 - A. Create a simple rhythmic accompaniment to accompany a poem or story
- 2. Create using a variety of sound sources**
 - A. Body and rhythmic instruments

READING AND NOTATING MUSIC

1. Demonstrate rhythm reading skills

- A. Read icons to demonstrate musical concepts
- B. Read, notate, and perform rhythms using whole, half, quarter, and eighth notes and corresponding rests with a steady beat

2. Read and perform solfege pitches using so and mi from the music staff

LISTENING TO, ANALYZING, AND DESCRIBING MUSIC

1. Identify various types of sounds

- A. Differentiate between voice types
 - a. Whisper, Call (Shout), Speak, Sing
- B. Differentiate between voices and instruments
 - a. Shakers & scrapers, metals, woods, drums

2. Describe music using simple contrasts

- A. High/Low, Fast/Slow, Long/Short, Loud/Soft
- B. Identify individual likes and dislikes in music
- C. Say what you think about music you hear

3. Aurally identify simple music forms when contrasting sections are presented

- A. Identify simple music forms when presented aurally (AB, ABA)
- B. Respond to selected music characteristics or to specific music events through purposeful movement

4. Use basic music terminology

- A. Steady beat, names of note values using standardized music counting (1 & 2 & . . .)

EVALUATE MUSIC AND MUSIC PERFORMANCE

1. Describe music using simple contrasts

- A. High/Low, Fast/Slow, Long/Short, Loud/Soft
- B. Identify individual likes and dislikes in music
- C. Say what you think about many styles of music

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

1. Move to the emotion of various musical styles with a steady beat

2. Move with contrasts

- A. High/Low, Fast/Slow, Long/Short, Loud/Soft

3. Visually (listening maps) and orally respond to various styles of music

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

1. Listen to various kinds of music from other cultures and historical periods

2. Identify the role of music in our culture

- A. Determine where and when music is a part of our lives

3. Respond to different styles of music

- A. Say what you think about many styles of music

4. Demonstrate audience behavior appropriate for the context and style of music performed.

- A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
- B. Know when and how to clap for others' performances

Music Standards

Second Grade

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Sing in groups with an age-appropriate voice with accurate pitch and rhythm and appropriate posture**
 - A. Independently use a developmentally appropriate voice to sing pentatonic songs
 - B. Demonstrate a steady tempo
 - C. Sing simple echo patterns
- 2. Sing with expression**
 - A. Sing with contrasts
 - a. High/Low, Fast/Slow, Long/Short, Loud/Soft
 - B. Move to musical phrases
- 3. Sing from memory a variety of songs representing genres and styles from diverse cultures**
- 4. Sing while a spoken ostinato is performed**
- 5. Sing in groups responding to the cues of a conductor**
 - A. Demonstrate appropriate timbre and dynamics while singing in an ensemble setting
 - B. Respond expressively to conductor's cues while singing in a musical performance

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Perform accompaniments on a variety of instruments in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo [beat].**
 - A. Perform a three-pitch ostinato pattern
 - B. Perform rhythms using quarter and set-of-eighth note patterns
- 2. Perform easy rhythmic patterns accurately on body and rhythmic classroom instruments**
 - A. Echo patterns using patschen, clapping, and rhythmic instruments
- 3. Play with expression**
 - A. Play with contrasts
 - a. High/Low, Fast/Slow, Long/Short, Loud/Soft
- 4. Echo short rhythmic patterns.**
- 5. Perform instrumental parts while other students sing or play a contrasting part**
- 6. Learn proper instrument care for age-appropriate instruments**

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

- 1. Play or sing a pitched echo response**
- 2. Play or sing a pitched answer response**
- 3. Improvise rhythmic patterns to accompany a song**

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

- 1. Create and arrange music to accompany readings or dramatizations**
 - A. Create a simple rhythmic accompaniment to accompany a poem or story
- 2. Create using a variety of sound sources**
 - A. Body and rhythmic instruments
- 3. Create short rhythm patterns**

READING AND NOTATING MUSIC

1. Demonstrate music reading skills

- A. Read, notate, and perform rhythms using whole, half, quarter, and eighth notes and corresponding rests with a steady beat
- B. Identify steps, leaps, and repeated notes on a staff

2. Write simple musical rhythms

3. Read, notate, and perform solfege pitches using so, mi and la from the music staff

4. Identify the music symbols of staff, treble clef, repeat sign, barlines, double barline

5. Visually identify the names of the lines and spaces of the treble-clef staff

LISTENING TO, ANALYZING, AND DESCRIBING MUSIC

1. Identify various types of sounds

- A. Differentiate between voices and instruments
 - a. Shakers & scrapers, metals, woods, drums
 - b. Instrument families including winds, strings, and percussion

2. Describe music using simple contrasts

- A. High/Low, Fast/Slow, Long/Short, Loud/Soft, Louder/Softer
- B. Identify individual likes and dislikes in music
- C. Say what you think about music you hear

3. Identify simple music forms when presented aurally.

- A. Identify simple music forms when presented aurally (AB, ABA)
- B. Respond to selected music characteristics or to specific music events through purposeful movement

4. Use basic music terminology

- A. Steady beat, names of note values using standardized music counting (1 & 2 & . . .)

EVALUATE MUSIC AND MUSIC PERFORMANCE

1. Describe music using simple contrasts

- A. High/Low, Fast/Slow, Long/Short, Loud/Soft, Louder/Softer
- B. Identify individual likes and dislikes in music
- C. Say what you think about many styles of music

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

1. Move to the emotion of various musical styles with a steady beat

2. Move with contrasts

- A. High/Low, Fast/Slow, Long/Short, Loud/Soft

3. Visually (listening maps) and orally respond to various styles of music

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

1. Listen to various kinds of music from other cultures and historical periods

2. Identify the role of music in our culture

- A. Determine where and when music is a part of our lives

3. Respond to different styles of music

- A. Say what you think about many styles of music

4. Demonstrate audience behavior appropriate for the context and style of music performed.

- A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
- B. Know when and how to clap for others' performances

Music Standards

Third Grade

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Sing in groups with an age-appropriate voice with accurate pitch and rhythm and appropriate posture**
 - A. Independently use a developmentally appropriate voice to sing songs up to an octave in range
 - B. Demonstrate a steady tempo in simple meters (3/4, 4/4)
- 2. Sing with expression**
 - A. Sing age appropriate songs using accurate dynamics and phrasing to communicate an interpretation of a given song.
 - B. Move to musical phrases
- 3. Sing from memory a variety of songs representing genres and styles from diverse cultures**
- 4. Sing ostinati, partner songs, and rounds.**
 - A. Sing while a spoken ostinato is performed
 - B. In a group, sing simple songs in harmony (ostinati, partner songs, and rounds).
- 5. Sing in groups responding to the cues of a conductor**
 - A. Demonstrate appropriate timbre and dynamics while singing in an ensemble setting
 - B. Respond expressively to conductor's cues while singing in a musical performance

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Perform accompaniments on a variety of instruments in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo [beat].**
 - A. Perform accurate rhythms in simple meters on classroom instruments
 - B. Perform a three-pitch ostinato pattern
 - C. Perform rhythms using half note, quarter note, set-of-eighth notes, quarter rest patterns
- 2. Perform easy rhythmic patterns accurately and independently on body and rhythmic/melodic/harmonic classroom instruments.**
 - A. Echo patterns using patschen, clapping, and rhythmic instruments
 - B. Perform rhythmic patterns accurately and independently on classroom instruments.
- 3. Play with expression**
 - A. Play with dynamic contrast
- 4. Echo short rhythmic patterns.**
- 5. Perform a basic balanced sound in groups**
- 6. Perform instrumental parts while other students sing or play contrasting parts.**
- 7. Learn proper instrument care for age-appropriate instruments**

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

- 1. Play or sing a pitched echo response**
- 2. Play or sing a pitched answer response**
- 3. Improvise rhythmic patterns to accompany a song**

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

- 1. Create and arrange music to accompany readings or dramatizations**
 - A. Create a simple rhythmic accompaniment to accompany a poem or story
- 2. Create using a variety of sound sources**
 - A. Body and rhythmic instruments
- 3. Create short rhythm patterns**
- 4. Create a class rhythmic composition**

READING AND NOTATING MUSIC

- 1. Demonstrate music reading skills**
 - A. Read, notate, and perform rhythms using whole, half, quarter, and eighth note sets and corresponding rests with a steady beat
- 2. Write simple musical rhythms in 3/4 and 4/4 meters**
- 3. Read, notate, and perform pitches using solfege (do, re, mi, so, and la) from the music staff**
- 4. Identify the music symbols of staff, treble clef, repeat sign, barlines, double barline, fermata, dynamic markings (crescendo, decrescendo, ff, f, p, pp)**
- 5. Visually identify the names of the lines and spaces of the treble-clef staff**

LISTENING TO, ANALYZING, AND DESCRIBING MUSIC

- 1. Identify various types of sounds**
 - A. Differentiate between voices and instruments
 - a. Instrument families including winds, strings, and percussion
- 2. Describe music using simple contrasts**
 - A. Identify individual likes and dislikes in music
 - B. Say what you think about music you hear
- 3. Identify simple music forms when presented aurally.**
 - A. Identify simple music forms when presented aurally (AB, ABA, Rondo)
 - B. Respond to selected music characteristics or to specific music events through purposeful movement
- 4. Use basic music terminology**
 - A. Steady beat, names of note values using standardized music counting (1 & 2 & . . .)

EVALUATE MUSIC AND MUSIC PERFORMANCE

- 1. Describe music using simple contrasts**
 - A. Compare two or three sections of a song with contrasting dynamics and/or instrumentation
 - B. Identify individual likes and dislikes in music
 - C. Say what you think about many styles of music

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

- 1. Move to the emotion of various musical styles with a steady beat**
- 2. Move with contrasts**
- 3. Visually (listening maps) and orally respond to various styles of music**

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Listen to various kinds of music from other cultures and historical periods**
- 2. Identify the role of music in our culture**
 - A. Determine where and when music is a part of our lives
- 3. Respond to different styles of music**
 - A. Say what you think about many styles of music
- 4. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know when and how to clap for others' performances

Music Standards

Fourth Grade

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Sing in groups with an age-appropriate voice with accurate pitch and rhythm and appropriate posture**
 - A. Independently use a developmentally appropriate voice to sing songs with an octave range
 - B. Demonstrate a steady tempo in simple meters (2/4, 3/4, 4/4, introduction to 6/8)
- 2. Sing with expression**
 - A. Sing age appropriate songs using accurate dynamics and phrasing to communicate an interpretation of a given song.
 - B. Move to musical phrases
- 3. Sing from memory a variety of songs representing genres and styles from diverse cultures**
- 4. Sing ostinati, partner songs, rounds, and basic countermelodies**
 - A. Sing while spoken and sung ostinatos are performed
 - B. In a group, sing simple songs in harmony (ostinati, partner songs, rounds, and basic countermelodies).
- 5. Sing in groups responding to the cues of a conductor**
 - A. Demonstrate appropriate timbre and dynamics while singing in an ensemble setting
 - B. Respond expressively to conductor's cues while singing in a musical performance

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Perform on a variety of instruments in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo [beat].**
 - A. Perform a short song on recorder with accurate pitch
 - B. Perform accurate rhythms in simple meters (2/4, 3/4, 4/4) on classroom instruments
 - C. Perform an ostinato pattern of at least three notes
 - D. Perform rhythms using whole note, half note, quarter note, set-of-eighth notes, whole rest, half rest, quarter rest patterns
- 2. Perform easy rhythmic patterns accurately and independently on body and rhythmic/melodic/harmonic classroom instruments.**
 - A. Echo patterns using patschen, clapping, rhythmic instruments, and recorder
 - B. Perform rhythmic patterns accurately and independently on classroom instruments and recorder
- 3. Play with expression**
 - A. Play with dynamic contrast and introductory phrasing
- 4. Echo short rhythmic and melodic patterns on classroom instruments and recorder**
- 5. Perform a basic balanced sound while playing classroom instruments and recorder in groups**
- 6. Perform instrumental parts on classroom instruments and recorder while other students sing or play contrasting parts**
- 7. Learn proper instrument care for age-appropriate instruments**

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

- 1. Play or sing a pitched echo response**
- 2. Play or sing a pitched answer response**
- 3. Improvise rhythmic patterns to accompany a song**
- 4. Create and perform a simple melody using the pitches B A G E and D on recorder**

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

- 1. Create and arrange music to accompany readings or dramatizations**
 - A. Create a simple rhythmic accompaniment to accompany a poem or story
- 2. Create using a variety of sound sources**
 - A. Rhythmic and/or melodic instruments including Orff instruments and recorder
- 3. Create a 4-to-8 measure rhythmic pattern in 4/4 meter**

READING AND NOTATING MUSIC

- 1. Demonstrate music reading skills**
 - A. Read, notate, and perform rhythms using whole, half, quarter, eighth note sets, sixteenth note sets and corresponding rests (with values of no less than a quarter rest) with a steady beat
- 2. Write simple musical rhythms in 2/4, 3/4 and 4/4 meters**
- 3. Read, notate, and perform pitches using solfege (do, re, mi, so, and la) from the music staff**
- 4. Identify the music symbols of staff, treble clef, repeat sign, barlines, double barline, fermata, dynamic markings (crescendo, decrescendo, ff, f, mf, mp, p, pp)**
- 5. Visually identify and sing basic melodies using the letter names of pitches on the treble-clef staff including one ledger line above and below the staff.**

LISTENING TO, ANALYZING, AND DESCRIBING MUSIC

- 1. Identify various types of sounds**
 - A. Differentiate between voices and instruments
 - a. Instrument families including woodwinds, brass, strings, and percussion
 - b. Visually and aurally recognize some individual instruments including: Woodwind – Flute, Clarinet; Brass – Trumpet, Tuba; String: Violin, String Bass; Percussion – Snare Drum, Bass Drum
 - c. Visually recognize additional beginning band and string instruments including: Trombone, Orchestral Bells, Viola, and Cello
 - d. Aurally discern between adult voice types and children's voices
 - e. List the four adult voice types: soprano, alto, tenor, and bass
- 2. Identify simple music forms when presented aurally.**
 - A. Identify simple music forms when presented aurally [AB, ABA, Rondo, Verse/Refrain (Chorus)]
 - B. Respond to selected music characteristics or to specific music events through purposeful movement
- 3. Use basic music terminology**
 - A. Steady beat, names of note values using standardized music counting (1 e & a 2 e & a . . .)

EVALUATE MUSIC AND MUSIC PERFORMANCE

- 1. Describe music using simple contrasts**
 - A. Compare two or three sections of a song with contrasting dynamics and/or instrumentation
- 2. Explain, using appropriate music terminology, her/his personal preferences for specific musical works and styles.**

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

- 1. Move to the emotion of various musical styles with a steady beat**
- 2. Move with contrasts**
- 3. Visually (listening maps) and orally respond to various styles of music**

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Listen to various kinds of music from other cultures and historical periods**
- 2. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know when and how to clap for others' performances

Music Standards

Fifth Grade – General Music

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Sing with good breath control throughout her/his singing range, alone and in a group using accurate pitches/rhythm and appropriate posture.
2. Sing with expression and technical accuracy a repertoire of vocal literature including some songs performed from memory.
3. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
4. Independently sing music written in two parts including part songs, partner songs, and rounds
5. Sing in groups responding to the cues of a conductor
 - A. Demonstrate appropriate timbre and dynamics while singing in an ensemble setting
 - B. Respond expressively to conductor's cues while singing in a musical performance
6. Practice good rehearsal skills

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Perform accurately and independently on at least one instrument, alone and/or in a group, when appropriate.
2. Learn proper instrument care for age-appropriate instruments

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

1. Play and/or sing a pitched echo response
2. Play and/or sing a pitched answer response

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

1. Create a 4-to-8 measure rhythmic pattern in 4/4 meter
2. Create two short 8 measure melodies in 4/4 meter on a treble clef staff to use as countermelodies or contrasting sections of a musical work

READING AND NOTATING MUSIC

1. Demonstrate music reading skills
 - A. Read, notate, and perform rhythms using whole, dotted half, half, dotted quarter/single eighth note patterns, quarter, eighth note sets, sixteenth note sets, eighth-sixteenth combinations and corresponding rests with a steady beat (including syncopated rhythms)
2. Write simple musical rhythms in 2/4, 3/4, 4/4 (C) and 6/8 meters
3. Read, notate, and perform pitches using the entire solfege scale on a treble clef staff including low ti, low la, low so, and high re
4. Identify the music symbols of staff, grand staff, treble clef, repeat sign, barlines, double barline, fermata, dynamic markings (crescendo, decrescendo, ff, f, mf, mp, p, pp), D.S. and D.C. al coda, coda, to coda, staccato, legato, ritard(ando), accelerando
5. Visually identify and sing basic melodies using the letter names of pitches on the treble-clef staff including two ledger lines above and below the staff.

LISTENING TO, ANALYZING, AND DESCRIBING MUSIC

1. Identify various types of sounds

- A. Differentiate between voices and instruments using appropriate terminology
 - a. Instrument families including brass, woodwinds, strings, and percussion
 - b. Visually and aurally identify and contrast band and orchestral instrumentation
 - c. Visually and aurally recognize all common orchestral instruments including only common percussive instruments
 - d. Aurally discern between adult voice types and children's voices
 - e. Aurally identify and list the four adult voice types: soprano, alto, tenor, and bass alone and together in a choral setting
- B. Differentiate between major and minor modes aurally and through movement

2. Identify simple music forms when presented aurally

- A. Identify simple music forms when presented aurally [AB, ABA, Rondo, Verse/Refrain (Chorus), March Form]
- B. Respond to selected music characteristics, specific music events, and similar and dissimilar phrases through purposeful movement

3. Use basic music terminology

- A. Steady beat, names of note values using standardized music counting (1 e & a 2 e & a. . .)

4. Sing and compare songs using both major and minor keys

EVALUATE MUSIC AND MUSIC PERFORMANCE

1. Describe music using simple contrasts

- A. Compare two or three sections of a song with contrasting dynamics and/or instrumentation

2. Explain, using appropriate music terminology, her/his personal preferences for specific musical works and styles.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

1. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

- A. Know major sources of American music
- B. Identify major styles of American music (jazz, gospel, rock, folk, blues, R&B, ragtime, rap, etc.)

2. Move with contrasts

3. Visually (listening maps) and orally respond to various styles of music

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

2. Listen to and classify by genre a varied body of exemplary musical works from other cultures and historical periods.

3. Compare, in several cultures of the world, the functions music serves and the conditions under which it is typically performed.

4. Demonstrate audience behavior appropriate for the context and style of music performed.

- A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
- B. Know how to respond appropriately to other's performances

Music Standards

Sixth Grade – General Music

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Sing with good breath control throughout her/his singing range, alone and in a group using accurate pitches/rhythm and appropriate posture.
2. Sing with expression and technical accuracy a repertoire of vocal literature including some songs performed from memory.
3. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
4. Independently sing music written in two and/or three parts including part songs, partner songs, and rounds.
5. Sing in groups responding to the cues of a conductor
 - A. Demonstrate appropriate timbre and dynamics while singing in an ensemble setting
 - B. Respond expressively to conductor's cues while singing in a musical performance
6. Practice good rehearsal skills

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Perform accurately and independently on at least one instrument, alone and/or in a group, when appropriate.
2. Learn proper instrument care for age-appropriate instruments

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

1. Play and/or sing a pitched echo response
2. Play and/or sing a pitched answer response

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

1. Create a 4-to-8 measure rhythmic pattern in 4/4 meter
2. Create two short 8 measure melodies in 4/4 meter on a treble clef staff to use as countermelodies or contrasting sections of a musical work

READING AND NOTATING MUSIC

1. Demonstrate music reading skills
 - A. Read, notate, and perform rhythms using whole, dotted half, half, dotted quarter/single eighth note patterns, quarter, eighth note sets, sixteenth note sets, eighth-sixteenth combinations and corresponding rests with a steady beat (including syncopated rhythms)
2. Write simple musical rhythms in 2/4, 3/4, 4/4 (C) and 6/8 meters
3. Read, notate, and perform pitches using the entire solfege scale on a treble clef staff including low ti, low la, low so, and high re
4. Identify the music symbols of staff, grand staff, treble clef, repeat sign, barlines, double barline, fermata, dynamic markings (crescendo, decrescendo, ff, f, mf, mp, p, pp), D.S. and D.C. al coda, coda, to coda, staccato, legato, ritard(ando), accelerando
5. Visually identify and sing basic melodies using the letter names of pitches on the treble-clef staff including up to two ledger lines above and below the staff

LISTENING TO, ANALYZING, AND DESCRIBING MUSIC

1. Identify various types of sounds

- A. Differentiate between voices and instruments using appropriate terminology
 - a. Instrument families including brass, woodwinds, strings, and percussion
 - b. Visually and aurally identify and contrast band and orchestral instrumentation
 - c. Visually and aurally recognize all common orchestral instruments including only common percussive instruments
 - d. Aurally discern between adult voice types and children's voices
 - e. Aurally identify and list the four adult voice types: soprano, alto, tenor, and bass alone and together in a choral setting
- B. Differentiate between major and minor modes aurally and through movement

2. Identify simple music forms when presented aurally

- A. Identify simple music forms when presented aurally [AB, ABA, Rondo, Verse/Refrain (Chorus), March Form]
- B. Respond to selected music characteristics, specific music events, and similar and dissimilar phrases through purposeful movement

3. Use basic music terminology

- A. Steady beat, names of note values using standardized music counting (1 e & a 2 e & a. . .)

EVALUATE MUSIC AND MUSIC PERFORMANCE

1. Describe music using simple contrasts

- A. Compare two or three sections of a song with contrasting dynamics and/or instrumentation

2. Explain, using appropriate music terminology, her/his personal preferences for specific musical works and styles.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

1. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

- A. Identify similarities between classroom disciplines and music room content

2. Move with contrasts

3. Visually (listening maps) and orally respond to various styles of music

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

2. Listen to and classify by genre a varied body of exemplary musical works from other cultures and historical periods

3. Compare, in several cultures of the world, the functions music serves and the conditions under which it is typically performed.

4. Demonstrate audience behavior appropriate for the context and style of music performed.

- A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
- B. Know how to respond appropriately to other's performances

Music Standards

Seventh Grade – Vocal Music

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Sing with good breath control throughout her/his singing range, alone and in a group using accurate pitches/rhythm, appropriate posture, and tone quality.
2. Sing with expression and technical accuracy a repertoire of vocal literature including some songs performed from memory.
3. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
4. Independently sing age-appropriate and/or level-appropriate music written in two and/or three parts including part songs, partner songs, and rounds
5. Sing in groups responding to the cues of a conductor
 - A. Demonstrate appropriate timbre and dynamics while singing in an ensemble setting
 - B. Respond expressively to conductor's cues while singing in a musical performance
6. Practice good rehearsal skills

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Employ instruments where appropriate as accompaniments to choral repertoire
2. Read the instrumental part in a choral score

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

1. Play and/or sing a pitched echo response
2. Play and/or sing a pitched answer response

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

1. Write additional vocal and/or instrumental parts to be added to the group performance as appropriate

READING AND NOTATING MUSIC

1. Demonstrate music reading skills
 - A. Read, notate, and perform rhythms using whole, dotted half, half, dotted quarter/single eighth note patterns, quarter, eighth note sets, sixteenth note sets, eighth-sixteenth combinations and corresponding rests with a steady beat (including syncopated rhythms)
2. Read musical rhythms in 2/4, 3/4, 4/4 (C), 6/8, 3/8, alla breve meter signatures
3. Read at sight simple melodies in the treble or bass clef
4. Identify the music symbols of staff, grand staff, treble clef, repeat sign, barlines, double barline, fermata, dynamic markings (crescendo, decrescendo, ff, f, mf, mp, p, pp), D.S. and D.C. al coda, coda, to coda, staccato, legato, retard (ando), accelerando, tempo markings, articulations, and expression markings
5. Visually identify and sing basic melodies using the letter names of pitches on the treble-clef staff including up to two ledger lines above and below the staff

LISTENING TO, ANALYZING, AND DESCRIBING MUSIC

1. Identify various types of sounds

- A. Differentiate between voices and instruments using appropriate terminology
 - a. Aurally identify and list the four adult voice types: soprano, alto, tenor, and bass alone and together in a choral settings

2. Use basic music terminology

- A. Steady beat, names of note values using standardized music counting (1 e & a 2 e & a. . .)

3. Respond to music aesthetically by listening, analyzing and describing those characteristics which create intellectual, physical and emotional response

- A. Employ rudimentary knowledge of expression and interpretation
- B. Identify simple choral music forms when presented aurally
- C. Describe the use of music elements in aural examples from diverse cultures
- D. Recognize the basic concepts of presentation techniques
- E. Recognize the intent of the composer/arranger/lyricist
- F. Use appropriate listening skills at concerts and taped reviews

EVALUATE MUSIC AND MUSIC PERFORMANCE

1. Devise criteria for evaluating performances and compositions

- A. Create specific evaluations of the quality and effectiveness of performances
- B. Apply criteria to personal participation in music

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

- 1. Compare and contrast the musical characteristics with one or more arts within a particular musical style, historical period or culture**
- 2. Add choreography as appropriate**

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Perform choral repertoire representing various historical periods, cultures, and styles**
- 2. Identify by genre or style aural examples of music from various historical periods and/or cultures**
 - A. Identify and perform melodies and rhythms which characterize cultures and historical periods
 - B. Identify instruments and vocal timbres of various cultures and historical periods
- 3. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards

Eighth Grade – Vocal Music

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Sing with good breath control throughout her/his singing range, alone and in a group using accurate pitches/rhythm, appropriate posture, and tone quality.
2. Sing with expression and technical accuracy a repertoire of vocal literature including some songs performed from memory.
3. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
4. Independently sing age-appropriate and/or level-appropriate music written in two and/or three parts including part songs, partner songs, and rounds
5. Sing in groups responding to the cues of a conductor
 - A. Demonstrate appropriate timbre and dynamics while singing in an ensemble setting
 - B. Respond expressively to conductor's cues while singing in a musical performance
6. Practice good rehearsal skills

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Employ instruments where appropriate as accompaniments to choral repertoire
2. Read the instrumental part in a choral score

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

1. Play and/or sing a pitched echo response
2. Play and/or sing a pitched answer response

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

1. Write additional vocal and/or instrumental parts to be added to the group performance as appropriate

READING AND NOTATING MUSIC

1. Demonstrate music reading skills
 - A. Read, notate, and perform rhythms using whole, dotted half, half, dotted quarter/single eighth note patterns, quarter, eighth note sets, sixteenth note sets, eighth-sixteenth combinations and corresponding rests with a steady beat (including syncopated rhythms)
2. Read musical rhythms in 2/4, 3/4, 4/4 (C), 6/8, 3/8, alla breve meter signatures
3. Read at sight simple melodies in the treble or bass clef
4. Identify the music symbols of staff, grand staff, treble clef, repeat sign, barlines, double barline, fermata, dynamic markings (crescendo, decrescendo, ff, f, mf, mp, p, pp), D.S. and D.C. al coda, coda, to coda, staccato, legato, ritard(ando), accelerando, tempo markings, articulations, and expression markings
5. Visually identify and sing basic melodies using the letter names of pitches on the treble-clef staff including up to two ledger lines above and below the staff

LISTENING TO, ANALYZING, AND DESCRIBING MUSIC

1. Identify various types of sounds

- A. Differentiate between voices and instruments using appropriate terminology
 - a. Aurally identify and list the four adult voice types: soprano, alto, tenor, and bass alone and together in choral settings

2. Use basic music terminology

- A. Steady beat, names of note values using standardized music counting (1 e & a 2 e & a. . .)

3. Respond to music aesthetically by listening, analyzing and describing those characteristics which create intellectual, physical and emotional response

- A. Employ rudimentary knowledge of expression and interpretation
- B. Identify simple choral music forms when presented aurally
- C. Describe the use of music elements in aural examples from diverse cultures
- D. Recognize the basic concepts of presentation techniques
- E. Recognize the intent of the composer/arranger/lyricist
- F. Use appropriate listening skills at concerts and taped reviews

EVALUATE MUSIC AND MUSIC PERFORMANCE

1. Devise criteria for evaluating performances and compositions

- A. Create specific evaluations of the quality and effectiveness of performances
- B. Apply criteria to personal participation in music

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

- 1. Compare and contrast the musical characteristics with one or more arts within a particular musical style, historical period or culture**
- 2. Add choreography as appropriate**

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Perform choral repertoire representing various historical periods, cultures, and styles**
- 2. Identify by genre or style aural examples of music from various historical periods and/or cultures**
 - A. Identify and perform melodies and rhythms which characterize cultures and historical periods
 - B. Identify instruments and vocal timbres of various cultures and historical periods
- 3. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards

High School – Vocal Music: Concert Choir

SINGING, ALONE AND WITH OTHER, A VARIED REPERTOIRE OF MUSIC

- 1. Apply knowledge of basic singing techniques**
 - A. Rehearse and perform choral music using correct singing technique
 - B. Verbalize about and practice good tone production
 - C. Rehearse and practice clear, correct diction
- 2. Employ good choral technique in rehearsal and performance**
 - A. Respond appropriately to conducting gestures
 - B. Sing with a sensitivity to others around them
 - C. Perform music employing developmentally appropriate presentation skills

PERFORMING ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Employ instruments where appropriate as accompaniments to choral repertoire**
- 2. Read the instrumental part in a choral score**

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

- 1. Play and/or sing a pitched echo response**
- 2. Play and/or sing a pitched answer response**

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

- 1. Write additional vocal and/or instrumental parts to be added to the group performance as appropriate**

READING AND NOTATING MUSIC

- 1. Apply knowledge of choral music terminology**
 - A. Identify and define expressive terms and symbols
- 2. Demonstrate knowledge of basic concepts of score-reading**
 - A. Identify text and musical symbols related to score layout
- 3. Apply knowledge of sight-reading skills**
 - A. Sing accurate pitch and rhythm notation by implementing Solfege, Kodaly hand signs, number system and/or rhythm reading

LISTENING TO, ANALYZING AND DESCRIBING MUSIC

- 1. Respond to music aesthetically by listening, analyzing and describing those characteristics which create intellectual, physical and emotional response**
 - A. Employ rudimentary knowledge of expression and interpretation
 - B. Identify simple choral music forms when presented aurally
 - C. Describe the use of music elements in aural examples from diverse cultures
 - D. Recognize the basic concepts of presentation techniques
 - E. Recognize the intent of the composer/arranger/lyricist
 - F. Use appropriate listening skills at concerts and taped reviews

EVALUATE MUSIC AND MUSIC PERFORMANCES

- 1. Devise criteria for evaluating performances and compositions**
 - A. Evolve specific critical evaluations of the quality and effectiveness of performances
 - B. Apply criteria to personal participation in music

UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS AND DISCIPLINES OUTSIDE THE ARTS

- 1. Compare and contrast the musical characteristics with one or more arts within a particular musical style, historical period or culture**

UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Identify by genre or style aural examples of music from various historical periods and/or cultures**
 - A. Identify and perform melodies and rhythms which characterize cultures and historical periods
 - B. Identify instruments and vocal timbres of various cultures and historical periods
- 2. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards

High School – Vocal Music: Select Choirs

SINGING, ALONE AND WITH OTHER, A VARIED REPERTOIRE OF MUSIC

- 1. Sing with a free, natural, and vibrant vocal tone**
 - A. Sing accurately and expressively using a good vocal tone
- 2. Employ good choral technique in rehearsal and performance using a variety of music repertoire**
 - A. Respond appropriately to conducting gestures
 - B. Sing without a conductor with sensitivity to others in the ensemble
 - C. Perform music employing developmentally appropriate presentation skills

PERFORMING ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Employ instruments where appropriate as accompaniments to choral repertoire**
- 2. Read the instrumental part in a choral score**
 - A. Identify the relationship of the instrumental parts to the vocal lines
 - B. Identify and/or sing instrumental parts

IMPROVISING MELODIES, VARIATIONS AND ACCOMPANIMENTS

- 1. Improvise melodies, variations and accompaniments**
 - A. Echo short melodic passages
 - B. Sing a pitched response to a melodic phrase
 - C. Improvise short melodic patterns within specified guidelines
 - D. Perform embellishments on a given melody
 - E. Perform simple melodic and rhythmic variations
 - F. Contrast and compare several styles of music (hymns, chorales, gospel, vocal jazz style, pop, male ensembles, female ensembles)
 - G. Improvise harmonization for a familiar melody

COMPOSE AND ARRANGE MUSIC WITHIN A SPECIFIED PROGRAM

- 1. Write additional vocal and/or instrumental parts to be added to the group performance as appropriate**

READING AND NOTATING MUSIC

- 1. Apply knowledge of choral music terminology**
 - A. Interpret and analyze expressive terms and symbols
 - B. Identify musical symbols related to score layout
- 2. Apply knowledge of sight-reading skills**
 - A. Sing accurate pitch and rhythm notation by implementing Solfege, Kodaly hand signs, number system and rhythm reading

LISTENING TO, ANALYZING AND DESCRIBING MUSIC

- 1. Respond to music aesthetically by listening, analyzing and describing those characteristics which create intellectual, physical and emotional response**
 - A. Employ rudimentary knowledge of expression and interpretation
 - B. Identify simple choral music forms when presented aurally
 - C. Describe the use of music elements in aural examples from diverse cultures
 - D. Recognize the basic concepts of presentation techniques
 - E. Recognize the intent of the composer/arranger/lyricist
 - F. Use appropriate listening skills at concerts and taped reviews

EVALUATE MUSIC AND MUSIC PERFORMANCES

- 1. Devise criteria for evaluating performances and compositions**
 - A. Create specific critical evaluations of the quality and effectiveness of performances
 - B. Apply criteria to personal participation in music

UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS AND DISCIPLINES OUTSIDE THE ARTS

- 1. Compare and contrast the musical characteristics with one or more arts within a particular musical style, historical periods or culture**

UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Identify by genre or style aural examples of music from various historical periods and/or cultures**
 - A. Hear/identify and perform melodies and rhythms which characterize cultures and historical periods
 - B. Hear/identify instruments and vocal timbres of various cultures and historical periods
- 2. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards

High School – Music Theory/History

SINGING ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Sing accurate rhythms and pitches at sight

- A. Recognize and sight-sing stepwise passages in major and minor scales using solfege
- B. Recognize and sight-sing melodies that outline I, IV, V arpeggios in major and minor keys

COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES

1. Identify, compose and analyze modes, scales and pitch collections

- A. Write and analyze all intervals
- B. Write and analyze all major and minor scales
- C. Write inversions of intervals
- D. Write and identify all key signatures

2. Compose, analyze and listen to simple melodic structures

- A. Compose/analyze melodic structures in both major and minor key signatures
- B. Compose simple songs using appropriate harmonic materials
- C. Using Major and Minor key signatures
- D. Make appropriate use of 7th chords
- E. Write and analyze appropriate cadences using the I, IV and V chords
- F. Make appropriate use of counterpoint against a given bass or soprano line

READING AND NOTATING MUSIC

1. Notate music from an aural stimulus

- A. Draw notes and rests using correct vertical alignment
- B. Notate rhythmic patterns using correct beaming for vocal and instrumental music in all meters

2. Transpose musical exercises and compositions for various orchestral instruments

- A. Identify transposing and non-transposing instruments
- B. Identify appropriate clefs for individual instruments
- C. Identify appropriate written ranges for various instruments
- D. Identify score layout for piano, chorus, orchestra and band
- E. Notate a melodic line played by an instrument other than piano
- F. Identify instruments in a recorded excerpt
- G. Transpose a melodic line to appropriate keys and clef

LISTENING TO, ANALYZING AND DESCRIBING MUSIC

1. Analyze music

- A. Identify meters and metric patterns in musical excerpts
- B. Identify recurring rhythmic/melodic patterns
- C. Recognize simple phrase structures and melodies
- D. Identify and define harmonic structure
- E. Identify melodic elements in compositions

UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

- 1. Understand the meaning of common terminology that is used in both music and the other arts**
 - A. Define associated terms from visual art, literature and architecture
 - B. Define associated terms from other academic disciplines
- 2. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards - Beginning

Fifth Grade – Band

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

This standard is included through the district music curriculum and is not an area of focus in band.

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Demonstrate basic instrument skills**
 - A. Perform with proper tone production and breathing.
 - B. Perform with proper fingerings and hand positions.
 - C. Perform with proper posture and good playing position.
 - D. Perform with proper tonguing (too syllable).
- 2. Perform publisher's grade 1 (on a scale of 1 to 6) literature accurately and independently on an instrument, alone and in small and large ensembles. .**
 - A. Perform literature with the appropriate dynamics as indicated on the music.
- 3. Perform and diagram various rhythms in music.**

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

This standard is included through the district music curriculum and is not an area of focus in band.

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

This standard is included through the district music curriculum and is not an area of focus in band.

READ AND NOTATE MUSIC

- 1. Read and notate whole, half, quarter, eighth, and dotted notes and corresponding rests in 2/4, 4/4, 3/4, and alla breve time signatures.**
- 2. Read music from the following Concert keys: Eb, Bb and F.**
- 3. Perform and diagram various rhythms in music.**
 - A. Label rhythmic notation with the 1 & 2 & method of counting.
- 4. Read at sight simple melodies in treble or bass clefs.**
 - A. Sight-read simple melodies in treble or bass clef.
- 5. Identify and define standard notation symbols for pitch, rhythm, dynamics and articulation**
 - A. Identify and define standard notation symbols.
 - a. Sharp, flat and natural signs
 - b. Repeat signs and first and second endings
 - B. Identify names of pitches from the staff in treble or bass clef.
- 6. Accurately perform program music with a publisher's grade 1 level of difficulty (on a scale of 1 to 6).**
 - A. Perform music demonstrating the basic terms found within the music.

LISTEN TO, ANALYZE, AND DESCRIBE MUSIC

- 1. Recognize simple phrasing.**
- 2. Recognize dynamic contrast.**
 - A. Forte and piano.
- 3. Recognize contrasting tempi.**
 - A. Fast and slow.
- 4. Recognize the differences between melody and harmony.**
 - A. Part A and Part B in band arrangements.

EVALUATE MUSIC AND MUSIC PERFORMED

- 1. Respond to music aesthetically, intellectually, physically and emotionally.**
 - A. Evaluate the quality and the effectiveness of music performances.
- 2. Evaluate the quality and effectiveness of music and music performances.**
 - A. Identify phrases as indicated by breath marks.
 - B. Recognize dynamics in performances.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

- 1. Identify similarities and differences in the meanings of expressive terms in the various arts.**
 - A. Balance, texture, color and line.
- 2. Understand the relationships that exist between mathematics and rhythmic notation.**
- 3. Understand the acoustical physics of intonation.**
 - A. Basic movement of the instrument to make it Sharp and flat in pitch.

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Identify music of various cultures and time periods.**
 - A. Listen/perform folk songs from various cultures
 - B. Functions of music in cultures.
- 2. Accurately perform music from different cultures and time periods.**
- 3. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards - Basic

Sixth Grade – Band

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

This standard is included through the district music curriculum and is not an area of focus in band.

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Demonstrate basic instrument skills

- A. Perform with proper tone production and breathing.
- B. Perform with proper fingerings and basic alternate fingers.
- C. Perform with proper posture and good playing position.
- D. Perform with proper articulation and ties.
- E. Expanded range of over an octave.

2. Perform publisher's grade 1 - 2 (on a scale of 1 to 6) literature accurately and independently on an instrument, alone and in small and large ensembles.

- A. Perform literature with the appropriate dynamics as indicated on the music.
- B. Promote proper intonation.

3. Perform and diagram various rhythms in music.

- A. Accurately perform pulse, tempo and rhythm of music.

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

This standard is included through the district music curriculum and is not an area of focus in band.

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

This standard is included through the district music curriculum and is not an area of focus in band.

READ AND NOTATE MUSIC

- 1. Read and notate whole, half, quarter, eighth, and dotted notes and corresponding rests in 2/4, 4/4, 3/4, and alla breve time signatures.**
- 2. Read music from the following Concert keys: Eb, Bb, F and Ab.**
- 3. Perform and diagram various rhythms in music.**
 - A. Label rhythmic notation with the 1 & 2 & method of counting.
- 4. Read at sight simple melodies in treble or bass clefs.**
 - A. Sight-read simple melodies in treble or bass clef.
- 5. Identify and define standard notation symbols for pitch, rhythm, dynamics and articulation**
 - A. Identify and define standard notation symbols.
 - a. Sharp, flat and natural signs
 - b. Repeat signs and first and second endings
 - c. D.C. al Fine and D.S. al Fine
 - d. Multiple measures of rest
 - B. Identify names of pitches from the staff in treble or bass clef.
 - C. Identify enharmonic tones.
 - D. Identify basic tempo markings.
 - a. Moderato
- 6. Accurately perform program music with a publisher's grade 1-2 level of difficulty (on a scale of 1 to 6).**
 - A. Perform music demonstrating the basic terms found within the music.

LISTEN TO, ANALYZE, AND DESCRIBE MUSIC

- 1. Recognize simple phrasing.**
- 2. Recognize dynamic contrast.**
 - A. Forte and piano.
- 3. Recognize contrasting tempi.**
 - A. Fast and slow.
- 4. Recognize the differences between melody and harmony.**
 - A. Part A and Part B in band arrangements.

EVALUATE MUSIC AND MUSIC PERFORMED

- 1. Respond to music aesthetically, intellectually, physically and emotionally.**
 - A. Evaluate the quality and the effectiveness of music performances.
- 2. Evaluate the quality and effectiveness of music and music performances.**
 - A. Identify phrases as indicated by breath marks.
 - B. Recognize and explain dynamics in performances.
 - C. Understand the importance of slurs, legato notes, mezzo forte, mezzo piano, crescendos and decrescendos in music.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

- 1. Identify similarities and differences in the meanings of expressive terms in the various arts.**
 - A. Balance, texture, color and line.
 - B. Relationship between various styles of music and other arts of the same time periods.
- 2. Understand the relationships that exist between mathematics and rhythmic notation.**
 - A. Understand the relationship between time signatures and note values.
- 3. Understand the acoustical physics of intonation.**
 - A. Basic movement of the instrument to make it Sharp and Flat in pitch.

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Identify music of various cultures and time periods.**
 - A. Listen/perform folk songs from various cultures
 - B. Functions of music in cultures.
- 2. Accurately perform music from different cultures and time periods.**
- 3. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards - Intermediate

Seventh Grade – Band

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

This standard is included through the district music curriculum and is not an area of focus in band.

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Demonstrate intermediate instrument skills

- A. Perform with enhanced tone quality and breathing.
- B. Perform with proper fingerings and alternate fingers.
- C. Perform with proper posture and good playing position.
- D. Perform with proper articulation.
- E. Expanded range to 2 octaves.

2. Perform publisher's grade 2 - 3 (on a scale of 1 to 6) literature accurately and independently on an instrument, alone and in small and large ensembles. .

- A. Perform literature with the appropriate dynamics as indicated on the music.
- B. Promote proper intonation.
- C. Watch conductor for attacks, releases, music cues and tempos.

3. Perform and diagram various rhythms in music.

- A. Accurately perform pulse, tempo and rhythm of music.
- B. Demonstrate correct tempos from music notation.

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

This standard is included through the district music curriculum and is not an area of focus in band.

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

This standard is included through the district music curriculum and is not an area of focus in band.

READ AND NOTATE MUSIC

- 1. Read and notate whole, half, quarter, eighth, sixteenths, triplets and dotted notes and corresponding rests in 2/4, 4/4, 3/4, 6/8, alla breve and mixed meters.
- 2. Read music from the following Concert keys: Eb, Bb, F, Ab and C.
- 3. Perform and diagram various rhythms in music in various time signatures.
 - A. Label rhythmic notation with the 1 & 2 & method of counting.
- 4. Read at sight simple ensemble music (grade 1-2).
- 5. Identify and define standard notation symbols for pitch, rhythm, dynamics and articulation
 - A. Identify and define standard music notation.
 - a. Sharp, flat and natural signs
 - b. Repeat signs and first and second endings
 - c. D.C. al Fine, D.S. al Fine and Coda
 - d. Multiple measures of rest
 - e. Ritardando, accelerando and Rallentando
 - f. Syncopation, legato, staccato and accents.

- B. Identify names of pitches from the staff in treble or bass clef.
 - a. Identify enharmonic tones.
 - b. Identify tempo markings.
 - c. Moderato, Allegro, Andante, Adagio, Lento and Vivace
6. **Perform rhythms accurately from publisher's grade 2 - 3 (on a scale of 1 to 6) literature.**

LISTEN TO, ANALYZE, AND DESCRIBE MUSIC

1. **Recognize and interpret phrasing.**
2. **Recognize and interpret dynamic contrast.**
3. **Recognize contrasting tempo.**
 - A. Using music terminology
4. **Recognize the differences between melody and harmony.**
 - A. Understand appropriate balance within the ensemble.

EVALUATE MUSIC AND MUSIC PERFORMED

1. **Respond to music aesthetically, intellectually, physically and emotionally.**
 - A. Evaluate the quality and the effectiveness of music performances.
2. **Evaluate the quality and effectiveness of music and music performances.**
 - A. Recognize phrases of various lengths.
 - B. Demonstrate various dynamic contrasts.
 - C. Understand the importance of articulation and dynamics within music performed.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

1. **Identify similarities and differences in the meanings of expressive terms in the various arts.**
 - A. Balance, texture, color and line.
 - B. Relationship between various styles of music and other arts of the same time periods.
4. **Understand the relationships that exist between mathematics and rhythmic notation.**
 - A. Understand the relationship between time signatures and note values.
 - B. Compare and diagram various rhythms in music.
5. **Understand the acoustical physics of intonation.**
 - A. Recognize music with elements that promote correct intonation.

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

1. **Identify music of various cultures and time periods.**
 - A. Listen/perform literature that incorporates elements from various cultures
2. **Accurately perform music from different cultures and time periods.**
3. **Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards - Intermediate

Eighth Grade – Band

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

This standard is included through the district music curriculum and is not an area of focus in band.

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Demonstrate intermediate instrument and ensemble skills.**
 - A. Perform with enhanced tone quality and breathing.
 - B. Perform with proper fingerings and alternate fingers.
 - C. Perform with proper posture and good playing position.
 - D. Perform with proper articulation.
 - E. Expanded range to 2 octaves.
 - F. Demonstrate the practical range of the instrument through the chromatic scale.
- 2. Perform publisher's grade 2.5 - 3 (on a scale of 1 to 6) literature accurately and independently on an instrument, alone and in small and large ensembles.**
 - A. Perform literature with the appropriate dynamics as indicated on the music.
 - B. Demonstrate proper intonation.
 - C. Concert preparation and performances.
- 3. Perform and diagram various rhythms in music.**
 - A. Accurately perform pulse, tempo and rhythm of music.
 - B. Demonstrate correct tempos from music notation.

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

This standard is included through the district music curriculum and is not an area of focus in band.

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

This standard is included through the district music curriculum and is not an area of focus in band.

READ AND NOTATE MUSIC

- 1. Read and notate whole, half, quarter, eighth, sixteenths, triplets and dotted notes and corresponding rests in 2/4, 4/4, 3/4, 6/8, alla breve, mixed meters and compound meters.**
- 2. Read music from the following Concert keys: Eb, Bb, F, Ab, C and Db.**
- 3. Perform and diagram various rhythms in music in various time signatures.**
 - A. Label rhythmic notation with the 1 & 2 & method of counting.
- 4. Read at sight simple ensemble music (grade 2 or higher).**
- 5. Identify and define standard notation symbols for pitch, rhythm, dynamics and articulation**
 - A. Identify and define standard music notation.
 - a. Sharp, flat and natural signs
 - b. Repeat signs and first and second endings
 - c. D.C. al Fine, D.S. al Fine and Coda
 - d. Multiple measures of rest
 - e. Ritardando, accelerando and Rallentando
 - f. Syncopation, legato, staccato and accents.
 - g. Grand pause, scales, thirds and arpeggios.

- B. Identify names of pitches from the staff in treble or bass clef.
 - C. Identify enharmonic tones.
 - D. Identify tempo markings.
 - a. Moderato, Allegro, Andante, Adagio, Lento and Vivace
6. **Perform rhythms accurately from publisher's grade 2.5 - 3 (on a scale of 1 to 6) literature.**

LISTEN TO, ANALYZE, AND DESCRIBE MUSIC

1. **Recognize and interpret appropriate phrasing.**
2. **Recognize and interpret appropriate dynamic contrast.**
3. **Recognize contrasting tempo.**
 - A. Using music terminology
4. **Recognize the differences between melody and harmony.**
 - A. Understand appropriate balance within the ensemble.
 - a. Melodic line, harmonic line, accompaniment, counter melody and, bass line.

EVALUATE MUSIC AND MUSIC PERFORMED

1. **Respond to music aesthetically, intellectually, physically and emotionally.**
 - A. Evaluate the quality and the effectiveness of music performances.
2. **Evaluate the quality and effectiveness of music and music performances.**
 - A. Recognize phrases of various lengths and irregular phrasing.
 - B. Demonstrate appropriate volume levels between a wide variety of dynamic ranges.
 - C. Understand the importance of articulation and dynamics within music performed.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

1. **Identify similarities and differences in the meanings of expressive terms in the various arts.**
 - A. Balance, texture, color and line.
 - B. Relationship between various styles of music and other arts of the same time periods.
2. **Understand the relationships that exist between mathematics and rhythmic notation.**
 - A. Understand the relationship between time signatures and note values.
 - B. Compare and diagram various rhythms in music.
3. **Understand the acoustical physics of intonation.**
 - A. Recognize music with elements that promote correct intonation.

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

1. **Identify music of various cultures and time periods.**
 - A. Listen/perform literature that incorporates elements from various cultures
2. **Accurately perform music from different cultures and time periods.**
3. **Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards

Seventh and Eighth Grade - Handchimes and Handbells

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Perform traditional songs by singing and ringing
2. Play a steady beat and tempo while listening, singing or playing with others

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Perform accurately and independently on two diatonic notes
 - A. Ringer will ring alone and/or in a group, as appropriate
2. Perform accurately and independently on four chromatic notes
 - A. Ringer will ring alone and/or in a group, as appropriate
3. Ring with good posture and proper technique alone and in a group
4. Ring with expression and technical accuracy a repertoire of varied literature
5. Ring in groups responding to the cues of the director
 - A. Demonstrate appropriate dynamics while ringing in an ensemble
 - B. Respond expressively to director's cues while ringing in a musical performance
6. Practice good rehearsal skills

IMPROVISE MELODIES, VARIATIONS AND ACCOMPANIMENTS

1. Improvise original rhythm patterns while playing handchimes/bells

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

1. Create melodic phrases in songs
2. Explore and produce various sounds unique to instrument
3. Experiment with changes in dynamics, texture, form and meter

READ AND NOTATE MUSIC

1. Demonstrate music reading skills
 - A. Read and perform notated rhythms using whole, dotted half, half, dotted quarter, single eighth note patterns, sixteenth note sets, eighth & sixteenth note combinations and corresponding rests with a steady beat (including syncopated rhythms)
2. Identify the music symbols of staff, treble clef, bass clef, repeat signs, barlines, double barline, fermata, dynamic markings, D.C., D.S., al coda, coda, staccato, legato, ritard, accelerando
3. Demonstrate understand and perform I, IV, V chords in a variety of scales
4. Demonstrate the ability to ring and damp two bells or chimes reading a variety of music with simple meters
5. Demonstrate proficiency in ringing three or more bells in changing rhythms, time and key signatures
6. Identify and show an understanding of traditional and handbell/chime music symbols and terminology
7. Show the ability to play each note with an appropriate stroke and damp at the end while counting aloud
8. Demonstrate technical accuracy and control with production of stopped and sustained sounds

LISTEN TO, ANALYZE AND DESCRIBE MUSIC

- 1. Identify and/or listen to three types of literature**
 - A. Original compositions
 - B. Transcriptions of works for other instruments
 - C. Arrangements
- 2. Respond to steady beat of music by tapping, clapping nodding, humming and singing**
- 3. Identify the organization structure and form of song**
- 4. Develop good listening techniques by following the beat, syncopation, rests and tempo**

EVALUATE MUSIC AND MUSIC PERFORMED

- 1. Devise criteria for evaluating performances and compositions**
 - A. References to specific critical evaluations of the quality and effectiveness of performances
 - B. Apply criteria to personal participation in music
- 2. Explain, using appropriate music terminology, personal preferences for specific musical works and styles**

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

- 1. Identify similarities and differences in the meanings of common stories of bells**
- 2. Identify other disciplines taught in school and how they can relate to music**
- 3. Attend (if possible) and describe concerts or performances of other performing handbell groups**

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Identify the historical importance of bell ringing**
- 2. Identify the history of handbell ringing**
- 3. Identify the development of handchimes**

Music Standards - Advanced

High School – Concert Band

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

This standard is included through the district music curriculum and is not an area of focus in band.

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Demonstrate advanced instrument and ensemble skills.**
 - A. Perform with enhanced tone quality and breathing.
 - B. Perform with proper fingerings and alternate fingers.
 - C. Perform with proper posture and good playing position.
 - D. Perform with proper articulation.
 - E. Expanded range to practical range of the instrument.
 - F. Demonstrate the practical range of the instrument through the chromatic scale.
- 2. Perform publisher's grade 3-4 (on a scale of 1 to 6) literature accurately and independently on an instrument, alone and in small and large ensembles.**
 - A. Perform literature with the appropriate dynamics as indicated on the music.
 - B. Demonstrate proper intonation.
 - C. Concert preparation and performances.
- 3. Perform and diagram various rhythms in music.**
 - A. Accurately perform pulse, tempo and rhythm of music.
 - B. Demonstrate correct tempos from music notation.

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

This standard is included through the district music curriculum and is not an area of focus in band.

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

This standard is included through the district music curriculum and is not an area of focus in band.

READ AND NOTATE MUSIC

- 1. Read and notate whole, half, quarter, eighth, sixteenths, triplets and dotted notes and corresponding rests in 2/4, 4/4, 3/4, 6/8, alla breve, mixed meters and compound meters.**
- 1. Read music from the following Concert keys: Eb, Bb, F, Ab, C, Db, G, D and A.**
- 3. Perform and diagram various rhythms in music in various time signatures.**
 - A. Label rhythmic notation with the 1 & 2 & method of counting.
- 4. Read at sight simple ensemble music (grade 3 or higher).**
- 5. Identify and define standard notation symbols for pitch, rhythm, dynamics and articulation**
 - A. Identify and define standard music notation.
 - a. Sharp, flat and natural signs
 - b. Repeat signs and first and second endings
 - c. D.C. al Fine, D.S. al Fine and Coda
 - d. Multiple measures of rest
 - e. Ritardando, accelerando and Rallentando
 - f. Syncopation, legato, staccato and accents.
 - g. Grand pause, scales, thirds and arpeggios.

- B. Identify names of pitches from the staff in treble or bass clef.
 - C. Identify enharmonic tones.
 - D. Identify tempo markings.
 - a. Moderato, Allegro, Andante, Adagio, Lento and Vivace
6. **Perform rhythms accurately from publisher's grade 3-4 (on a scale of 1 to 6) literature.**

LISTEN TO, ANALYZE, AND DESCRIBE MUSIC

1. **Recognize and interpret appropriate phrasing.**
2. **Recognize and interpret appropriate dynamic contrast.**
3. **Recognize contrasting tempi.**
 - A. Using music terminology
4. **Recognize the differences between melody and harmony.**
 - A. Understand appropriate balance within the ensemble.
 - a. Melodic line, harmonic line, accompaniment, counter melody and, bass line.

EVALUATE MUSIC AND MUSIC PERFORMED

1. **Respond to music aesthetically, intellectually, physically and emotionally.**
 - A. Evaluate the quality and the effectiveness of music performances.
2. **Evaluate the quality and effectiveness of music and music performances.**
 - A. Recognize phrases of various lengths and irregular phrasing.
 - B. Demonstrate appropriate volume levels between a wide variety of dynamic ranges.
 - C. Understand the importance of articulation and dynamics within music performed.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

1. **Identify similarities and differences in the meanings of expressive terms in the various arts.**
 - A. Balance, texture, color and line.
 - B. Relationship between various styles of music and other arts of the same time periods.
2. **Understand the relationships that exist between mathematics and rhythmic notation.**
 - A. Understand the relationship between time signatures and note values.
 - B. Compare and diagram various rhythms in music.
3. **Understand the acoustical physics of intonation.**
 - A. Recognize music with elements that promote correct intonation.

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

1. **Identify music of various cultures and time periods.**
 - A. Listen/perform literature that incorporates elements from various cultures
2. **Accurately perform music from different cultures and time periods.**
 - A. Cultural background and time period of composition and composer.
3. **Demonstrate audiences behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards - Proficient

High School – Marching Band-Symphonic Band

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

This standard is included through the district music curriculum and is not an area of focus in band.

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

1. Demonstrate advanced instrument and ensemble skills.

- A. Perform with advance tone quality and breathing.
- B. Perform with proper fingerings and alternate fingers.
- C. Perform with proper posture and playing position.
- D. Perform with proper articulation.
- E. Perform throughout the practical range of the instrument.

2. Perform publisher's grade 4-5 (on a scale of 1 to 6) literature accurately and independently on an instrument, alone and in small and large ensembles.

- A. Perform literature with the proper balance, blend, rhythmic precision and articulations.
- B. Demonstrate proper intonation.
- C. Concert preparation and performances.

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

This standard is included through the district music curriculum and is not an area of focus in band.

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

This standard is included through the district music curriculum and is not an area of focus in band.

READ AND NOTATE MUSIC

1. Read and notate whole, half, quarter, eighth, sixteenths, triplets and dotted notes and corresponding rests in 2/4, 4/4, 3/4, 6/8, alla breve, mixed meters and compound meters.

2. Read music from the following Concert keys: Eb, Bb, F, Ab, C, Db, G, D and A.

3. Perform and diagram various rhythms in music in various time signatures.

- A. Label rhythmic notation with the 1 & 2 & method of counting.

4. Read at sight simple ensemble music (grade 3 or higher).

5. Identify and define standard notation symbols for pitch, rhythm, dynamics and articulation

- A. Identify and define standard music notation.

- a. Sharp, flat and natural signs
- b. Repeat signs and first and second endings
- c. D.C. al Fine, D.S. al Fine and Coda
- d. Multiple measures of rest
- e. Ritardando, accelerando and Rallentando
- f. Syncopation, legato, staccato and accents.
- g. Grand pause, scales, thirds and arpeggios.
- h. Rhythmic abbreviations and hemiola.

- B. Identify names of pitches from the staff in treble or bass clef.

- C. Identify enharmonic tones.

- D. Identify various tempo markings.

6. Perform rhythms accurately from publisher's grade 4-5 (on a scale of 1 to 6) literature.

LISTEN TO, ANALYZE, AND DESCRIBE MUSIC

- 1. Recognize and interpret appropriate phrasing of the musical line.**
 - A. Staggered breathing
 - B. Direction of the musical line
- 2. Recognize and interpret appropriate dynamic contrast.**
- 3. Recognize contrasting tempi.**
 - A. Using music terminology
- 4. Recognize the differences between melody and harmony.**
 - A. Understand appropriate balance within the ensemble.
 - a. Melodic line, harmonic line, accompaniment, counter melody and, bass line.

EVALUATE MUSIC AND MUSIC PERFORMED

- 1. Respond to music aesthetically, intellectually, physically and emotionally.**
 - A. Evaluate the quality and the effectiveness of music performances.
 - B. Evaluate the musical score to perform with artistic expression.
 - a. Direction of musical line – peak of phrase, tension and release
- 2. Evaluate the quality and effectiveness of music and music performances.**
 - A. Recognize phrases of various lengths and irregular phrasing.
 - B. Demonstrate appropriate volume levels between a wide variety of dynamic ranges.
 - C. Understand the importance of articulation and dynamics within music performed.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

- 1. Identify similarities and differences in the meanings of expressive terms in the various arts.**
 - A. Balance, texture, color and line.
 - B. Relationship between various styles of music and other arts of the same time periods.
- 4. Understand the relationships that exist between mathematics and rhythmic notation.**
 - A. Understand the relationship between time signatures and note values.
 - B. Compare and diagram various rhythms in music.
- 5. Understand the acoustical physics of intonation.**
 - A. Recognize music with elements that promote correct intonation.
- 6. Understand the physiological aspects of outdoor performance in relationship with exercise.**
 - A. Develop the physical activity necessary for marching performances
 - B. Perform music with movement.

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Identify music of various cultures and time periods.**
 - A. Listen/perform literature that incorporates elements from various cultures
- 2. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances
- 3. Accurately perform music from different cultures and time periods.**
 - A. Cultural background and time period of composition and composer

Music Standards - Proficient

High School – JAZZ Band

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

This standard is included through the district music curriculum and is not an area of focus in band.

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Demonstrate advanced instrument and ensemble skills.**
 - A. Perform with advanced tone quality and breathing.
 - B. Perform with proper fingerings and alternate fingers.
 - C. Perform with proper posture and playing position.
 - D. Perform with expanded forms of articulation.
 - E. Perform throughout the practical range of the instrument.
- 2. Perform publisher's grade 3-4 (on a scale of 1 to 6) literature accurately and independently on an instrument, alone and in small and large ensembles.**
 - A. Perform literature with the proper balance, blend, rhythmic precision and articulations.
 - B. Demonstrate proper intonation.
 - C. Respond musically to the ensemble by listening rather than relying on a conductor.
 - D. Accurately perform literature as the sole player on a part.
 - E. Concert preparation and performances.

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

- 1. Respond aesthetically, emotionally, and physically to music.**
 - A. Produce solo work musically in response to Jazz Elements.
 - a. Including: Jazz Chord progressions, melodic line and rhythmic line.
 - b. Introduction of Blues Scales
 - B. Respond musically to Jazz Styles.
 - a. Including: Blues, Ragtime, Swing, Dixieland, Latin, Rock shuffle, Ballad, and Big Band

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

This standard is included through the district music curriculum and is not an area of focus in band.

READ AND NOTATE MUSIC

- 1. Read advanced music notation.**
 - A. Advanced rhythmic notation through diagramming and vocally articulated syllables.
 - a. Vocal articulated syllables include: doo, dit, and dot
- 2. Read and respond to chord symbols and jazz harmonies.**
 - A. Jazz Harmonies include: 7th chords, 9th chords, diminished, augmented and dorian and mixolydian modes.
- 3. Understand the vocabulary of jazz notation.**
 - A. Perform music demonstrating the basic jazz terms found therein.
- 4. Read at sight simple ensemble music (grade 3 or higher).**

LISTEN TO, ANALYZE, AND DESCRIBE MUSIC

- 1. Listen to and identify jazz styles.**
 - A. Evaluate jazz articulations and harmonies.
 - a. Articulations include: Gliss, bends, falls and scoops
 - b. Harmonies include: 7th chords, diminished, augmented and dorian and mixolydian modes.
 - B. Evaluate music from a variety of jazz genres.
- 2. Recognize and interpret appropriate dynamic contrast.**
- 3. Recognize contrasting tempo.**
 - A. Using music terminology
- 4. Recognize the differences between melody and harmony.**
 - A. Understand appropriate balance within the ensemble.
 - a. Melodic line, harmonic line, accompaniment, counter melody and, bass line.

EVALUATE MUSIC AND MUSIC PERFORMED

- 1. Evaluate the jazz elements found in performances of jazz music in a variety of genres.**
 - A. Evaluate jazz articulations and harmonies.
 - a. Articulations include: Gliss, bends, falls and scoops
 - b. Harmonies include: 7th chords, diminished, augmented and dorian and mixolydian modes.
 - B. Evaluate music from a variety of jazz genres.
- 2. Evaluate the quality and effectiveness of music and music performances.**
 - A. Recognize phrases of various lengths and irregular phrasing.
 - B. Recognize volume levels between wide varieties of dynamic ranges.
 - C. Understand the importance of articulation and dynamics within music performed.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

- 1. Identify similarities and differences in the meanings of expressive terms in the various arts.**
 - A. Balance, texture, color and line.
 - B. Relationship between various styles of music and other arts of the same time periods.
- 2. Understand the relationships that exist between mathematics and rhythmic notation.**
 - A. Understand the relationship between time signatures and note values.
 - B. Compare and diagram various rhythms in music.
- 3. Understand the acoustical physics of intonation.**
 - A. Recognize music with elements that promote correct intonation.
- 4. Evaluate similarities and differences in the meanings of common terms found in concert music and jazz music.**
 - A. Relationship between major scales and blues scales.
 - B. Stylistic use of eighth notes to represent swing.

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Identify music of various cultures and time periods.**
 - A. Listen/perform literature that incorporates elements from various cultures
- 2. Identify Jazz as the American art form.**
- 3. Understand the cultural diversity that laid the foundation of Jazz.**
- 4. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards - Beginning

Fifth Grade – Strings

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

This standard is included through the district music curriculum and is not an area of focus in strings.

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Demonstrate basic instrument skills**
 - A. Perform with proper tone production.
 - B. Perform with proper fingerings and hand positions.
 - C. Perform with proper posture and good playing position.
 - D. Perform with proper bowing.
- 2. Perform publisher's grade 1 (on a scale of 1 to 6) literature accurately and independently on an instrument, alone and in small and large ensembles. .**
 - A. Perform literature with the appropriate dynamics as indicated on the music.
- 3. Perform and diagram various rhythms in music.**

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

This standard is included through the district music curriculum and is not an area of focus in strings.

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

This standard is included through the district music curriculum and is not an area of focus in strings.

READ AND NOTATE MUSIC

- 1. Read and notate whole, half, quarter, eighth, and dotted notes and corresponding rests in 2/4, 4/4, 3/4, and alla breve meter signatures.**
- 2. Read music from the following Concert keys: G, D and A.**
- 3. Perform and diagram various rhythms in music.**
 - A. Label rhythmic notation with the 1 & 2 & method of counting.
- 4. Read at sight simple melodies in treble or bass clefs.**
 - A. Sight-read simple melodies in treble or bass clef.
- 5. Identify and define standard notation symbols for pitch, rhythm, dynamics and articulation**
 - A. Identify and define standard notation symbols.
 - a. Sharp and natural signs
 - b. Repeat signs and first and second endings
 - B. Identify names of pitches from the staff in treble or bass clef.
 - C. Understand the appropriate bow markings by musical notation.
- 6. Accurately perform program music with a publisher's grade 1-2 level of difficulty (on a scale of 1 to 6).**
 - A. Perform music demonstrating the basic terms found within the music.

LISTEN TO, ANALYZE, AND DESCRIBE MUSIC

- 1. Recognize simple phrasing.**
- 2. Recognize dynamic contrast.**
 - A. Forte and piano.
- 3. Recognize contrasting tempi.**
 - A. Fast and slow.
- 4. Recognize the differences between melody and harmony.**
 - A. Part A and Part B in string arrangements.

EVALUATE MUSIC AND MUSIC PERFORMED

- 1. Respond to music aesthetically, intellectually, physically and emotionally.**
 - A. Evaluate the quality and the effectiveness of music performances.
- 2. Evaluate the quality and effectiveness of music and music performances.**
 - A. Identify phrases as indicated by bowing marks.
 - B. Recognize dynamics in performances.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

- 1. Identify similarities and differences in the meanings of expressive terms in the various arts.**
 - A. Balance, texture, color and line.
- 2. Understand the relationships that exist between mathematics and rhythmic notation.**
- 3. Understand the acoustical physics of intonation.**
 - A. Sharp and Flat in pitch.

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

- 1. Identify music of various cultures and time periods.**
 - A. Listen/perform folk songs from various cultures
 - B. Functions of music in cultures.
- 2. Accurately perform music from different cultures and time periods.**
- 3. Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to others' performances

Music Standards - Basic

Sixth Grade – Strings

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

This standard is included through the district music curriculum and is not an area of focus in strings.

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Demonstrate basic instrument skills**
 - A. Perform with proper tone production.
 - B. Perform with proper fingerings and hand positions.
 - C. Perform with proper posture and good playing position.
 - D. Perform with proper bowing.
 - E. Expanded range of over an octave.
- 2. Perform publisher's grade 1 - 2 (on a scale of 1 to 6) literature accurately and independently on an instrument, alone and in small and large ensembles. .**
 - A. Perform literature with the appropriate dynamics as indicated on the music.
 - B. Promote proper intonation.
- 3. Perform and diagram various rhythms in music.**
 - A. Accurately perform pulse, tempo and rhythm of music.

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

This standard is included through the district music curriculum and is not an area of focus in strings.

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

This standard is included through the district music curriculum and is not an area of focus in strings.

READ AND NOTATE MUSIC

- 1. Read and notate whole, half, quarter, eighth, and dotted notes and corresponding rests in 2/4, 4/4, 3/4, and alla breve meter signatures.**
- 2. Read music from the following Concert keys: G, D, A and E.**
- 3. Perform and diagram various rhythms in music.**
 - A. Label rhythmic notation with the 1 & 2 & method of counting.
- 4. Read at sight simple melodies in treble or bass clefs.**
 - A. Sight-read simple melodies in treble or bass clef.
- 5. Identify and define standard notation symbols for pitch, rhythm, dynamics and articulation**
 - A. Identify and define standard notation symbols.
 - a. Sharp and natural signs
 - b. Repeat signs and first and second endings
 - c. D.C. al Fine and D.S. al Fine
 - d. Multiple measures of rest
 - B. Identify names of pitches from the staff in treble or bass clef.
 - C. Identify enharmonic tones.
 - D. Identify basic tempo markings.
 - a. Moderato
 - E. Understand the appropriate bow markings by musical notation.

6. **Accurately perform program music with a publisher's grade 1-2 level of difficulty (on a scale of 1 to 6).**
 - A. Perform music demonstrate the basic terms found within the music.

LISTEN TO, ANALYZE, AND DESCRIBE MUSIC

1. **Recognize simple phrasing.**
2. **Recognize dynamic contrast.**
 - A. Forte and piano.
3. **Recognize contrasting tempo.**
 - A. Fast and slow.
4. **Recognize the differences between melody and harmony.**
 - A. Part A and Part B in string arrangements.

EVALUATE MUSIC AND MUSIC PERFORMED

1. **Respond to music aesthetically, intellectually, physically and emotionally.**
 - A. Evaluate the quality and the effectiveness of music performances.
2. **Evaluate the quality and effectiveness of music and music performances.**
 - A. Identify phrases as indicated by bowing marks.
 - B. Recognize and explain dynamics in performances.
 - C. Understand the importance of slurs, legato notes, mezzo forte, mezzo piano, crescendos and decrescendos in music.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

1. **Identify similarities and differences in the meanings of expressive terms in the various arts.**
 - A. Balance, texture, color and line.
 - B. Relationship between various styles of music and other arts of the same time periods.
2. **Understand the relationships that exist between mathematics and rhythmic notation.**
 - A. Understand the relationship between time signatures and note values.
3. **Understand the acoustical physics of intonation.**
 - A. Sharp and Flat in pitch.
 - B. Instrument adjustments affects the pitch or intonation.

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

1. **Identify music of various cultures and time periods.**
 - C. Listen/perform folk songs from various cultures
 - D. Functions of music in cultures.
2. **Accurately perform music from different cultures and time periods.**
3. **Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards - Intermediate

Seventh Grade – Strings

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

This standard is included through the district music curriculum and is not an area of focus in strings.

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Demonstrate intermediate instrument skills**
 - A. Perform with enhanced tone production.
 - B. Perform with proper fingerings, alternate fingers and hand position.
 - C. Perform with proper posture and good playing position.
 - D. Perform with proper bowing.
 - E. Expanded range to 2 octaves.
- 2. Perform publisher's grade 2 - 3 (on a scale of 1 to 6) literature accurately and independently on an instrument, alone and in small and large ensembles. .**
 - A. Perform literature with the appropriate dynamics as indicated on the music.
 - B. Promote proper intonation.
 - C. Watch conductor for attacks, releases, music cues and tempos.
- 3. Perform and diagram various rhythms in music.**
 - A. Accurately perform pulse, tempo and rhythm of music.
 - B. Demonstrate correct tempos from music notation..

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

This standard is included through the district music curriculum and is not an area of focus in strings.

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

This standard is included through the district music curriculum and is not an area of focus in strings.

READ AND NOTATE MUSIC

- 1. Read and notate whole, half, quarter, eighth, sixteenths, triplets and dotted notes and corresponding rests in 2/4, 4/4, 3/4, 6/8, alla breve and mixed meters.**
- 2. Read music from the following Concert keys: G, D, A, E and C.**
- 3. Perform and diagram various rhythms in music in various time signatures.**
 - A. Label rhythmic notation with the 1 & 2 & method of counting.
- 4. Read at sight simple ensemble music (grade 1-2).**
- 5. Identify and define standard notation symbols for pitch, rhythm, dynamics and articulation**
 - A. Identify and define standard music notation.
 - a. Sharp, flat and natural signs
 - b. Repeat signs and first and second endings
 - c. D.C. al Fine, D.S. al Fine and Coda
 - d. Multiple measures of rest
 - e. Ritardando, accelerando and Rallentando
 - f. Syncopation, legato, staccato and accents.

- B. Identify names of pitches from the staff in treble or bass clef.
 - C. Identify enharmonic tones.
 - D. Identify tempo markings.
 - a. Moderato, Allegro, Andante, Adagio, Lento and Vivace
6. **Perform rhythms accurately from publisher's grade 2 - 3 (on a scale of 1 to 6) literature.**

LISTEN TO, ANALYZE, AND DESCRIBE MUSIC

1. **Recognize and interpret phrasing.**
2. **Recognize and interpret dynamic contrast.**
3. **Recognize contrasting tempi.**
 - A. Using music terminology
4. **Recognize the differences between melody and harmony.**
 - A. Understand appropriate balance within the ensemble.

EVALUATE MUSIC AND MUSIC PERFORMED

1. **Respond to music aesthetically, intellectually, physically and emotionally.**
 - A. Evaluate the quality and the effectiveness of music performances.
2. **Evaluate the quality and effectiveness of music and music performances.**
 - A. Recognize phrases of various lengths.
 - B. Demonstrate various dynamic contrasts.
 - C. Understand the importance of articulation and dynamics within music performed.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

1. **Identify similarities and differences in the meanings of expressive terms in the various arts.**
 - A. Balance, texture, color and line.
 - B. Relationship between various styles of music and other arts of the same time periods.
2. **Understand the relationships that exist between mathematics and rhythmic notation.**
 - A. Understand the relationship between time signatures and note values.
 - B. Compare and diagram various rhythms in music.
3. **Understand the acoustical physics of intonation.**
 - A. Recognize music with elements that promote correct intonation.

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

1. **Identify music of various cultures and time periods.**
 - A. Listen/perform literature that incorporates elements from various cultures
2. **Accurately perform music from different cultures and time periods.**
3. **Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards - Intermediate

Eighth Grade – Strings

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

This standard is included through the district music curriculum and is not an area of focus in strings.

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Demonstrate intermediate instrument and ensemble skills.**
 - A. Perform with enhanced tone production.
 - B. Perform with proper fingerings, alternate fingers and hand position.
 - C. Perform with proper posture and good playing position.
 - D. Perform with proper bowing.
 - E. Expanded range to 2 octaves.
 - F. Demonstrate the practical range of the instrument through the chromatic scale.
- 2. Perform publisher's grade 2.5 - 3 (on a scale of 1 to 6) literature accurately and independently on an instrument, alone and in small and large ensembles.**
 - A. Perform literature with the appropriate dynamics as indicated on the music.
 - B. Demonstrate proper intonation.
 - C. Concert preparation and performances.
- 3. Perform and diagram various rhythms in music.**
 - A. Accurately perform pulse, tempo and rhythm of music.
 - B. Demonstrate correct tempos from music notation.

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

This standard is included through the district music curriculum and is not an area of focus in strings.

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

This standard is included through the district music curriculum and is not an area of focus in strings.

READ AND NOTATE MUSIC

- 1. Read and notate whole, half, quarter, eighth, sixteenths, triplets and dotted notes and corresponding rests in 2/4, 4/4, 3/4, 6/8, alla breve, mixed meters and compound meters.**
- 2. Read music from the following Concert keys: G, D, A, E, C and B.**
- 3. Perform and diagram various rhythms in music in various time signatures.**
 - A. Label rhythmic notation with the 1 & 2 & method of counting.
- 4. Read at sight simple ensemble music (grade 2 or higher).**
- 5. Identify and define standard notation symbols for pitch, rhythm, dynamics and articulation**
 - A. Identify and define standard music notation.
 - a. Sharp, flat and natural signs
 - b. Repeat signs and first and second endings
 - c. D.C. al Fine, D.S. al Fine and Coda
 - d. Multiple measures of rest
 - e. Ritardando, accelerando and Rallentando
 - f. Syncopation, legato, staccato and accents.
 - g. Grand pause, scales, thirds and arpeggios.

- B. Identify names of pitches from the staff in treble or bass clef.
 - C. Identify enharmonic tones.
 - D. Identify tempo markings.
 - a. Moderato, Allegro, Andante, Adagio, Lento and Vivace
6. **Perform rhythms accurately from publisher's grade 2.5 - 3 (on a scale of 1 to 6) literature.**

LISTEN TO, ANALYZE, AND DESCRIBE MUSIC

1. **Recognize and interpret appropriate phrasing.**
2. **Recognize and interpret appropriate dynamic contrast.**
3. **Recognize contrasting tempi.**
 - A. Using music terminology
4. **Recognize the differences between melody and harmony.**
 - A. Understand appropriate balance within the ensemble.
 - a. Melodic line, harmonic line, accompaniment, counter melody and, bass line.

EVALUATE MUSIC AND MUSIC PERFORMED

1. **Respond to music aesthetically, intellectually, physically and emotionally.**
 - A. Evaluate the quality and the effectiveness of music performances.
2. **Evaluate the quality and effectiveness of music and music performances.**
 - A. Recognize phrases of various lengths and irregular phrasing.
 - B. Demonstrate appropriate volume levels between wide varieties of dynamic ranges.
 - C. Understand the importance of articulation and dynamics within music performed.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

1. **Identify similarities and differences in the meanings of expressive terms in the various arts.**
 - A. Balance, texture, color and line.
 - B. Relationship between various styles of music and other arts of the same time periods.
2. **Understand the relationships that exist between mathematics and rhythmic notation.**
 - A. Understand the relationship between time signatures and note values.
 - B. Compare and diagram various rhythms in music.
3. **Understand the acoustical physics of intonation.**
 - A. Recognize music with elements that promote correct intonation.

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

1. **Identify music of various cultures and time periods.**
 - A. Listen/perform literature that incorporates elements from various cultures
2. **Accurately perform music from different cultures and time periods.**
3. **Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances

Music Standards - Advanced

High School – H. S. Strings

SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

This standard is included through the district music curriculum and is not an area of focus in strings.

PERFORM ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1. Demonstrate advanced instrument and ensemble skills.**
 - A. Perform with enhanced tone production.
 - B. Perform with proper fingerings, alternate fingers and hand position.
 - C. Perform with proper posture and good playing position.
 - D. Perform with proper bowing.
 - a. Expanded range to 2 octaves.
 - b. Demonstrate the practical range of the instrument through the chromatic scale.
- 2. Perform publisher's grade 3-4 (on a scale of 1 to 6) literature accurately and independently on an instrument, alone and in small and large ensembles.**
 - A. Perform literature with the appropriate dynamics as indicated on the music.
 - B. Demonstrate proper intonation.
 - C. Concert preparation and performances.
- 3. Perform and diagram various rhythms in music.**
 - A. Accurately perform pulse, tempo and rhythm of music.
 - B. Demonstrate correct tempos from music notation.

IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS

This standard is included through the district music curriculum and is not an area of focus in strings.

COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES

This standard is included through the district music curriculum and is not an area of focus in strings.

READ AND NOTATE MUSIC

- 1. Read and notate whole, half, quarter, eighth, sixteenths, triplets and dotted notes and corresponding rests in 2/4, 4/4, 3/4, 6/8, alla breve, mixed meters and compound meters.**
- 2. Read music from the following Concert keys: G, D, A, E, C, B and F#.**
- 3. Perform and diagram various rhythms in music in various time signatures.**
 - A. Label rhythmic notation with the 1 & 2 & method of counting.
- 4. Read at sight simple ensemble music (grade 3 or higher).**
- 5. Identify and define standard notation symbols for pitch, rhythm, dynamics and articulation**
 - A. Identify and define standard music notation.
 - a. Sharp, flat and natural signs
 - b. Repeat signs and first and second endings
 - c. D.C. al Fine, D.S. al Fine and Coda
 - d. Multiple measures of rest
 - e. Ritardando, accelerando and Rallentando
 - f. Syncopation, legato, staccato and accents.
 - g. Grand pause, scales, thirds and arpeggios.

- B. Identify names of pitches from the staff in treble or bass clef.
 - C. Identify enharmonic tones.
 - D. Identify tempo markings.
 - a. Moderato, Allegro, Andante, Adagio, Lento and Vivace
6. **Perform rhythms accurately from publisher's grade 3-4 (on a scale of 1 to 6) literature.**

LISTEN TO, ANALYZE, AND DESCRIBE MUSIC

1. **Recognize and interpret appropriate phrasing.**
2. **Recognize and interpret appropriate dynamic contrast.**
3. **Recognize contrasting tempi.**
 - A. Using music terminology
4. **Recognize the differences between melody and harmony.**
 - A. Understand appropriate balance within the ensemble.
 - a. Melodic line, harmonic line, accompaniment, counter melody and, bass line.

EVALUATE MUSIC AND MUSIC PERFORMED

1. **Respond to music aesthetically, intellectually, physically and emotionally.**
 - A. Evaluate the quality and the effectiveness of music performances.
2. **Evaluate the quality and effectiveness of music and music performances.**
 - A. Recognize phrases of various lengths and irregular phrasing.
 - B. Demonstrate appropriate volume levels between a wide variety of dynamic ranges.
 - C. Understand the importance of articulation and dynamics within music performed.

UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

1. **Identify similarities and differences in the meanings of expressive terms in the various arts.**
 - A. Balance, texture, color and line.
 - B. Relationship between various styles of music and other arts of the same time periods.
2. **Understand the relationships that exist between mathematics and rhythmic notation.**
 - A. Understand the relationship between time signatures and note values.
 - B. Compare and diagram various rhythms in music.
3. **Understand the acoustical physics of intonation.**
 - A. Recognize music with elements that promote correct intonation.

UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE

1. **Identify music of various cultures and time periods.**
 - A. Listen/perform literature that incorporates elements from various cultures
2. **Accurately perform music from different cultures and time periods.**
 - A. Cultural background and time period of composition and composer.
3. **Demonstrate audience behavior appropriate for the context and style of music performed.**
 - A. Demonstrate appropriate behavior by listening quietly and paying attention to others' performances
 - B. Know how to respond appropriately to other's performances