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# **Music Standards of Learning for Virginia Public Schools**



**Board of Education  
Commonwealth of Virginia**

**May 2020**

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**Adopted in May 2020 by the  
Board of Education**

Daniel A. Gecker, President  
Diane T. Atkinson, Vice President  
Kim E. Adkins  
Pamela Davis-Vaught  
Francisco Durán  
Anne B. Holton  
Tammy Mann  
Keisha Pexton  
Janelle S. Wilson

**Superintendent of Public Instruction**

James F. Lane

**Commonwealth of Virginia**

Board of Education  
Post Office Box 2120  
Richmond, VA 23218-2120

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P.O. Box 2120  
Richmond, Virginia 23218-2120  
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**Superintendent of Public Instruction**

James F. Lane

**Assistant Superintendent for Learning and Innovation**

Michael F. Bolling

**Office of Humanities**

Christine A. Harris, Director

Kelly A. Bisogno, Coordinator of Fine Arts

Douglas C. Armstrong, Fine Arts Music Specialist

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## **Foreword**

The Fine Arts Standards of Learning in this publication represent a significant development in public education in Virginia. Adopted in May 2020 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts as part of a comprehensive education in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, communicate effectively, work collaboratively, understand historical and cultural perspectives, and exercise creative thinking by employing originality, flexibility, and imagination.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, community arts organization representatives, fine arts professional organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state, as well as public comment email accounts.

The Fine Arts Standards of Learning are available online for divisions and teachers to use in developing curricula, lesson plans, instructional strategies, and assessment methods to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what students need to know and be able to do in a sequential course of study. The standards set clear, concise, measurable, and rigorous expectations for students.

While the standards focus on what is most essential, schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students. Fine arts instruction in Virginia is responsive to and respectful of students' prior experiences, talents, interests, and cultural perspectives. Successful fine arts programs challenge students to maximize their potential and provide consistent monitoring, support and encouragement to ensure success for all. All students, including gifted students, English learners, and students with special needs, must have an opportunity to learn and meet high standards in fine arts instruction as part of a comprehensive education.

A major objective of Virginia's educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all students of the Commonwealth. These Fine Arts Standards of Learning exemplify the expectations established in the Profile of a Virginia Graduate and are reflective of the skills and attributes students need to excel in the 21st Century workplace.

## Introduction

The *Music Standards of Learning* identify the essential knowledge, understanding, and skills required in the music curriculum for each grade level or course in Virginia’s public schools. The standards outline the minimum criteria for a sequential course of study within a comprehensive music education program. The standards are designed to be cumulative, progressing in complexity by grade level from kindergarten through several sequences of high school courses.

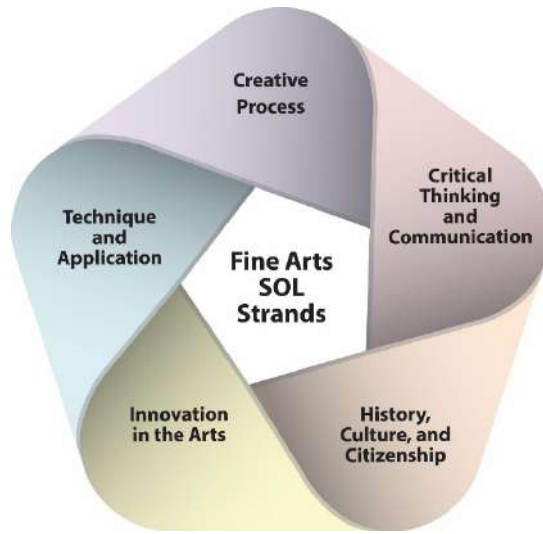
A comprehensive music program provides students with the ability to achieve the goals established in these standards, and to understand personal responses, and the responses of others, to the many forms of musical experience. Students develop individual voice and expression through individualized instruction and multiple group educational opportunities. They gain the ability to work collaboratively to achieve common goals while preparing for a lifetime of engagement with the arts.

These standards are not intended to establish or encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Teachers are expected to consistently model digital citizenship in the legal and ethical use of resources and source material.

## Goals

The *Music Standards of Learning* support the following goals for students:

- Develop understanding of music through experiences in creating, singing, playing instruments, listening, and moving.
- Think and act creatively to transform ideas and emotions into distinct forms of musical expression.
- Understand and apply a creative process for developing ideas for creating and performing music.
- Develop the ability to read and notate music.
- Develop and apply the technical skills necessary to engage deeply with music.
- Develop critical thinking skills through the analysis, interpretation, and evaluation of the work of self and others.
- Articulate personal responses to musical works, and recognize diverse responses and opinions of others.
- Identify and apply collaboration and communication skills for creating, developing, rehearsing, and performing music.
- Demonstrate understanding of cultural and historical influences of music.
- Develop a lifelong community engagement with music as a performer, listener, audience member, supporter, advocate, and consumer.
- Identify and adhere to ethical and legal standards for the use of intellectual property, and for the safe and ethical use of materials, equipment, and technologies.
- Connect knowledge, skills, and personal interests in music to college and career opportunities, and to skills for the 21<sup>st</sup> Century workplace.
- Understand and explore the impact of current and emerging technologies, tools, and innovations on music.
- Cultivate authentic connections between music skills, content, and processes with other fields of knowledge to develop problem-solving skills.



## Strands

The *Music Standards of Learning* are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. These strands exemplify the expectations established in the Profile of a Virginia Graduate and are reflective of the skills and attributes students need to excel in the 21<sup>st</sup> Century workplace. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout music instruction, regardless of the particular learning experience. Through knowledge and understanding of concepts and through the acquisition of skills, the goals for music education are realized.

### **Creative Process**

Students apply creative thinking to music when they use their skills and knowledge flexibly to create work that has individual voice and vision. A creative process is not a specific formula for developing creative work. Instead, it is following a course of action to guide the development of original work. A creative process includes inquiry and questioning, researching, interpreting, generating, testing, and discussing ideas and solutions, refining work as part of a creative community, and reflecting on the process, product, and performance of making music.

### **Critical Thinking and Communication**

Critical thinking, communication, and collaboration are inherent attributes in the creation, rehearsal, refinement, and performance of music. Students understand that critique is an integral part of an artistic learning environment. Students analyze, classify, and evaluate music, compare and contrast aspects of the art form, and develop a music vocabulary that allows them to recognize, describe, and justify personal responses, beliefs, and opinions regarding music. They recognize the value in evaluating diverse opinions and responses to music. They are responsive to the talents, interests, and cultural perspectives of others. Communication and collaboration, including both verbal and nonverbal cues, active listening, problem-solving, and performance agreement, are integral to the creation, rehearsal, refinement, and performance of music.



### **History, Culture, and Citizenship**

Students hear and understand musical works from many time periods and places and respond to a variety of music and musical styles from diverse composers and performers. Students identify the values, roles, and reasons for the creation and performance of music from the perspective of many time periods, people, and places. Students develop a lifelong engagement with music as a performer, community member, supporter, and advocate. They understand and respect the ethical and legal considerations for engaging with music as a responsible citizen.

### **Innovation in the Arts**

Innovation thrives by cultivating authentic connections between fields of knowledge. Students in music courses focus on music's role in the rapidly changing world and explore the newest tools, instruments, media, and processes in music through demonstrations, experiences, and experimentation that merge traditional forms of musical expression with emerging technologies and innovative techniques. Students are future-ready for evolving opportunities and advancements in music. They explore opportunities to connect fine arts experiences, content, and skills to college preparation, college and career opportunities, and to an expanding range of career prospects in the field of music.

### **Technique and Application**

Students develop and apply the technical skills necessary to express their musical ideas and engage deeply with music. Standards in this strand describe the essential skills necessary at each level to promote high quality instruction for every music student in the Commonwealth. Through sequential study and practice, students develop the physical, conceptual, intellectual, intuitive, and artistic skills necessary for success in music.



# **Kindergarten General Music**

The standards for Kindergarten General Music serve as the foundation for musical understanding and provide a pathway to future music instruction. Students come to understand that music ideas are developed through a creative process. Emphasis is placed on acquiring basic musical knowledge, skills, and understanding through singing, playing instruments, listening, and moving. Students identify people who create music and examine how music is a part of personal and community events. Students examine the value of working and sharing creative ideas within a group, and recognize and express personal responses evoked by musical experiences.

## **Creative Process**

- K.1            The student will improvise and compose music.
  - a)    Improvise simple movement.
  - b)    Improvise melodic or rhythmic patterns.
  - c)    Improvise using instruments, voice, and music to enhance stories and poems.
- K.2            The student will apply a creative process for music.
  - a)    Ask questions about music.
  - b)    Identify ways to create music.
  - c)    Share ideas with a group.

## **Critical Thinking and Communication**

- K.3            The student will analyze music.
  - a)    Identify selected instruments visually and aurally.
  - b)    Classify sound sources as vocal, instrumental, or environmental.
  - c)    Recognize basic contrasts in music, including fast/slow, high/low, loud/soft, and same/different.
- K.4            The student will express personal feelings evoked by a musical experience.
- K.5            The student will identify how people work as a team while participating in music experiences.

## **History, Culture, and Citizenship**

- K.6            The student will explore historical and cultural aspects of music.
  - a)    Listen to and recognize patriotic songs.
  - b)    Respond to music from a variety of time periods and places.
- K.7            The student will identify how music is part of personal and community events.
- K.8            The student will identify the value of creating personal music.

## **Innovation in the Arts**

- K.9            The student will identify people who create music (e.g., singers, instrumentalists, composers, conductors).
- K.10          The student will identify technology tools for creating music.

K.11 The student will recognize relationships between music and other fields of knowledge.

**Technique and Application**

K.12 The student will explore music literacy, including high and low pitches and rhythms represented by a variety of notational systems.

K.13 The student will develop skills for individual and ensemble singing performance.

- a) Sing songs using echo and ensemble singing.
- b) Sing at the appropriate time following a musical introduction.
- c) Match pitches within an appropriate range.
- d) Demonstrate expressive qualities of music, including loud/soft and fast/slow.

K.14 The student will develop skills for individual and ensemble instrumental performance.

- a) Demonstrate high and low.
- b) Demonstrate loud/soft and fast/slow.
- c) Accompany songs and chants using body percussion as well as instruments.

K.15 The student will identify and perform rhythmic patterns.

- a) Include patterns that suggest duple and triple meter.
- b) Use instruments, body percussion, and voice.
- c) Include sounds and silence.

K.16 The student will demonstrate a steady beat using movement, body percussion, instruments, and voice.

K.17 The student will respond to music with movement.

- a) Use locomotor and non-locomotor movements.
- b) Demonstrate expressive qualities of music, including loud/soft and fast/slow.
- c) Illustrate moods and contrast in music and children's literature.
- d) Perform dances and other music activities.

## **Grade One General Music**

The standards for Grade One General Music emphasize the language and production of music and focus on the continued development of skills in singing, playing instruments, listening, moving, and responding to music. Students continue to explore the concept of a creative process to develop music ideas. Emphasis is placed on performing simple rhythms and developing aural skills related to pitch, musical form, and instrument identification. Students investigate how people participate in music in everyday life. Students identify collaboration and communication skills in music and describe personal ideas and emotions evoked by music.

### **Creative Process**

- 1.1 The student will improvise and compose music.
  - a) Improvise vocal responses to given melodic questions.
  - b) Improvise body percussion.
  - c) Improvise to enhance stories, songs, and poems.
  - d) Compose simple rhythmic patterns represented by a variety of notational systems.
- 1.2 The student will apply a creative process for music.
  - a) Brainstorm multiple solutions to a musical prompt.
  - b) Identify steps taken in the creation of music.
  - c) Share ideas for creating music with a group.

### **Critical Thinking and Communication**

- 1.3 The student will analyze music.
  - a) Identify and classify the timbres of pitched and non-pitched instruments by sounds.
  - b) Differentiate vocal and instrumental music.
  - c) Distinguish between accompanied and unaccompanied vocal music.
  - d) Recognize differences in melodic and rhythmic patterns and dynamics.
- 1.4 The student will describe personal ideas and emotions evoked by music.
- 1.5 The student will identify collaboration and communication skills for music rehearsal and performance.
  - a) Etiquette appropriate to different types of events/situations (e.g., classical concert, rock concert, sporting event).
  - b) Understand active listening as a musician.
  - c) Work together to reach a common goal.

### **History, Culture, and Citizenship**

- 1.6 The student will explore historical and cultural aspects of music.
  - a) Recognize how music is used in the customs and traditions of a variety of cultures.

b) Describe how people participate in music experiences.

1.7 The student will identify musicians in the school, community, and media.

1.8 The student will identify appropriate sources of information for learning about music.

### **Innovation in the Arts**

1.9 The student will describe the roles of music and musicians.

1.10 The student will recognize how music can be created using innovative tools and new media.

1.11 The student will identify relationships between music and concepts learned in another content area.

### **Technique and Application**

1.12 The student will demonstrate music literacy.

a) Identify high and low pitches represented by a variety of notational systems.

b) Read and notate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests represented by a variety of notational systems.

c) Identify basic music symbols.

1.13 The student will develop skills for individual and ensemble singing performance.

a) Sing high/low pitches and melodic contour.

b) Demonstrate expressive qualities of music, including changes in dynamics and tempo.

c) Use the head voice when singing or matching high pitches.

d) Sing songs using echo and ensemble singing.

1.14 The student will develop skills for individual and ensemble instrumental performance.

a) Play two-pitch melodies using imitation.

b) Play expressively with appropriate dynamics and tempo.

c) Accompany songs and chants using body percussion as well as instruments.

d) Use proper playing techniques.

1.15 The student will recognize and perform rhythmic patterns.

a) Include patterns that suggest duple and triple meter.

b) Use instruments, body percussion, and voice.

c) Include quarter notes, paired eighth notes, and quarter rests.

1.16 The student will demonstrate the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.

1.17 The student will respond to music with movement.

a) Use locomotor and non-locomotor movements.

b) Demonstrate high and low pitches.

- c) Demonstrate expressive qualities of music, including changes in dynamics and tempo.
- d) Perform dances and other music activities.
- e) Dramatize songs, stories, and poems.

## Grade Two General Music

The standards for Grade Two General Music enable students to continue developing musical skills and concepts in singing, playing instruments, listening, performing, responding with expression, creating/composing, and moving with a focus on fine motor skills. Students continue to explore the concept of a creative process and how it can be used to develop ideas for creating music. Emphasis is placed on ensemble playing, notating pitches and rhythms, and identifying instruments. Students investigate how people experience music in everyday life and explore how music evokes personal ideas and emotions.

### Creative Process

- 2.1 The student will improvise and compose music.
- a) Improvise simple rhythmic question-and-answer phrases.
  - b) Improvise accompaniments, including ostinatos.
  - c) Improvise to enhance stories, songs, and poems.
  - d) Compose simple pentatonic melodies represented by a variety of notational systems.
- 2.2 The student will apply a creative process for music.
- a) Brainstorm ideas for creating music.
  - b) Describe steps taken in the creation of music.
  - c) Develop questions for evaluating and revising music ideas as a group.

### Critical Thinking and Communication

- 2.3 The student will analyze music.
- a) Identify selected instruments visually and aurally.
  - b) Describe sudden and gradual changes in dynamics and tempo using music terminology.
  - c) Identify and categorize selected musical forms.
  - d) Use music vocabulary to describe music.
- 2.4 The student will describe how music evokes personal ideas and emotions.
- 2.5 The student will demonstrate collaboration and communication skills for music rehearsal and performance.
- a) Use audience and participant etiquette appropriate for the purposes and settings in which music is performed.
  - b) Use active listening as a musician.
  - c) Work together to reach a common goal.

### History, Culture, and Citizenship

- 2.6 The student will explore historical and cultural aspects of music.
- a) Identify music representing heritage, customs, and traditions of a variety of cultures.



- b) Explore styles of musical examples from various historical periods.
- 2.7 The student will describe roles of music and musicians in communities.
- 2.8 The student will identify appropriate sources for listening to music.

### **Innovation in the Arts**

- 2.9 The student will identify how individuals create music.
- 2.10 The student will identify how music can be created using technology tools.
- 2.11 The student will identify relationships between music and other fields of knowledge.

### **Technique and Application**

- 2.12 The student will demonstrate music literacy.
  - a) Identify written melodic patterns that move upward, downward, and stay the same.
  - b) Use the musical alphabet to notate melodic patterns.
  - c) Read and notate melodies based on a pentatonic scale.
  - d) Read and notate rhythmic patterns that include half notes, half rests, whole notes, and whole rests.
  - e) Use basic music symbols.
- 2.13 The student will develop skills for individual and ensemble singing performance.
  - a) Sing melodic patterns that move upward, downward, and stay the same.
  - b) Sing melodies within the range of a sixth.
  - c) Increase pitch accuracy while singing phrases and simple songs.
  - d) Demonstrate expressive singing by changing dynamics and tempo.
- 2.14 The student will develop skills for individual and ensemble instrumental performance.
  - a) Play melodic patterns that move upward, downward, and stay the same.
  - b) Play expressively, following changes in dynamics and tempo.
  - c) Accompany songs and chants with ostinatos and single-chords.
  - d) Use proper playing techniques.
- 2.15 The student will classify, perform, and count rhythmic patterns.
  - a) Use a counting system.
  - b) Include patterns that suggest duple and triple meter.
  - c) Use instruments, body percussion, and voice.
  - d) Include half notes, half rests, whole notes, and whole rests.
- 2.16 The student will understand and apply the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.
- 2.17 The student will respond to music with movement.
  - a) Use locomotor and non-locomotor movements of increasing complexity.

- b) Demonstrate expressive qualities of music including, changes in dynamics and tempo.
- c) Create movement to illustrate AB and ABA musical forms.
- d) Perform dances and other musical activities.

## Grade Three General Music

The standards for Grade Three General Music enable students to continue building mastery in the areas of music literacy, including singing, playing instruments, listening, moving, and creating/composing music. Students continue to demonstrate the use of a creative process for creating music. Emphasis is placed on developing skills for singing and instrumental ensemble performance, and the continued development of musical understanding through the study of rhythm, musical form, and melodic notation. Students investigate music from different periods of music history and reflect on ways that music has value to people and communities.

### Creative Process

- 3.1 The student will improvise and compose music.
  - a) Improvise rhythmic question-and-answer phrases.
  - b) Improvise accompaniments, including ostinatos.
  - c) Compose melodies represented by a variety of notational systems.
- 3.2 The student will apply a creative process for music.
  - a) Brainstorm multiple ideas for creating music as a group.
  - b) Identify elements of a creative process for music.
  - c) Reflect on the quality and technical skill of a personal or group music performance.

### Critical Thinking and Communication

- 3.3 The student will analyze and evaluate music.
  - a) Identify and explain examples of musical form.
  - b) Compare and contrast instruments visually and aurally.
  - c) Listen to and describe basic music elements using music terminology.
  - d) Compare and contrast stylistic differences in music from a variety of cultures.
  - e) Describe music compositions and performances.
- 3.4 The student will explain personal motivations for making music.
- 3.5 The student will explain collaboration and communication skills for music rehearsal and performance.
  - a) Use audience and participant etiquette appropriate for the purposes and settings in which music is performed.
  - b) Active listening for musical understanding.
  - c) Nonverbal communication (e.g., eye contact, body language).

### History, Culture, and Citizenship

- 3.6 The student will explore historical and cultural aspects of music.
  - a) Recognize music compositions from different periods of music history.
  - b) Listen to and describe instruments from a variety of time periods and places.

- 3.7 The student will describe why music has value to people and communities.
- 3.8 The student will recognize ethical use of the Internet for exploring music topics.

### **Innovation in the Arts**

- 3.9 The student will identify a variety of careers in music.
- 3.10 The student will identify how music can be created using innovative tools and new media.
- 3.11 The student will describe relationships between music and other fields of knowledge.

### **Technique and Application**

- 3.12 The student will demonstrate music literacy.
  - a) Identify written melodic movement as step, leap, or repeat.
  - b) Demonstrate the melodic shape (contour) of a written musical phrase.
  - c) Use a variety of notational systems.
  - d) Read melodies of increasing complexity based on a pentatonic scale.
  - e) Divide rhythms into measures.
  - f) Read and notate rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.
  - g) Explain the functions of basic music symbols.
- 3.13 The student will develop skills for individual and ensemble singing performance.
  - a) Sing in tune with a clear tone quality.
  - b) Sing melodies within the range of an octave.
  - c) Sing melodies notated in varying forms.
  - d) Sing with expression using a wide range of tempos and dynamics.
  - e) Sing rounds, partner songs, and ostinatos in two-part ensembles.
  - f) Maintain proper posture for singing.
- 3.14 The student will develop skills for individual and ensemble instrumental performance.
  - a) Play music in two-part ensembles.
  - b) Play melodies notated in varying forms.
  - c) Play a given melody on an instrument.
  - d) Play with expression using a wide range of tempos and dynamics.
  - e) Accompany songs and chants with tonic and dominant chords.
  - f) Demonstrate proper playing techniques.
- 3.15 The student will classify, perform, and count rhythmic patterns.
  - a) Use a counting system.
  - b) Include patterns that suggest duple and triple meter.

- c) Use instruments, body percussion, and voice.
  - d) Include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.
- 3.16 The student will demonstrate understanding of meter.
- a) Determine strong and weak beats.
  - b) Perform sets of beats grouped in twos and threes.
- 3.17 The student will respond to music with movement.
- a) Illustrate rondo form (ABACA).
  - b) Perform non-choreographed and choreographed movements.
  - c) Perform dances and other music activities.

## **Grade Four General Music**

The standards for Grade Four General Music emphasize a deeper understanding of musical concepts including singing, playing instruments, listening, creating, composing, and performing. Students expand on the use of a creative process as they reflect on the process and outcome of creating music and revise work based on peer and teacher feedback. Emphasis is placed on developing more advanced techniques in singing and playing instruments, expanded understanding of rhythmic and harmonic techniques, and using a system for improved melodic and rhythmic sight-reading. Students use an expanding music vocabulary to explain personal preferences for musical works and performances.

### **Creative Process**

- 4.1 The student will improvise and compose music.
  - a) Improvise melodies and rhythms using a variety of sound sources.
  - b) Compose short melodic and rhythmic phrases within specified guidelines.
- 4.2 The student will apply a creative process for music.
  - a) Describe ideas for creating music as a group.
  - b) Describe elements of a creative process for music.
  - c) Reflect on the process and outcome of creating music and revise work based on peer and teacher feedback.

### **Critical Thinking and Communication**

- 4.3 The student will analyze and evaluate music.
  - a) Identify instruments from a variety of music ensembles both visually and aurally.
  - b) Distinguish between major and minor tonality.
  - c) Listen to, compare, and contrast music compositions from a variety of cultures and time periods.
  - d) Identify elements of music through listening using music terminology.
  - e) Identify rondo form (ABACA).
  - f) Review criteria used to evaluate compositions and performances.
  - g) Describe performances and offer constructive feedback.
- 4.4 The student will explain personal preferences for musical works and performances using music terminology.
- 4.5 The student will apply collaboration and communication skills for music rehearsal and performance.
  - a) Demonstrate audience and participant etiquette appropriate for the purposes and settings in which music is performed.
  - b) Explain active listening for musical understanding.
  - c) Give and receive age-appropriate feedback on performance.

### **History, Culture, and Citizenship**

- 4.6 The student will explore historical and cultural aspects of music.

- a) Describe music compositions from different periods of music history.
- b) Describe musical styles from a variety of time periods and places.
- c) Listen to and describe music from a variety of world cultures.
- d) Examine how music from popular culture reflects the past and influences the present.
- e) Explain how criteria used to value music may vary between people and communities.

4.7 The student will explain how music is an integral part of one's life and community.

4.8 The student will describe digital citizenship for exploring music topics.

### **Innovation in the Arts**

4.9 The student will identify skills learned in music class that relate to a variety of career options.

4.10 The student will compare and contrast digital and traditional methods for creating music.

4.11 The student will explore connections between music and other fields of knowledge for the development of problem-solving skills.

### **Technique and Application**

4.12 The student will demonstrate music literacy.

- a) Read melodies based on a hexatonic scale.
- b) Use traditional notation to write melodies containing stepwise motion.
- c) Read two-note accompaniment patterns (bordun).
- d) Read and notate rhythmic patterns that include dotted quarter note followed by an eighth note.
- e) Use a system to sight-read melodic and rhythmic patterns.
- f) Identify the meaning of the upper and lower numbers of simple time signatures ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ ).
- g) Identify dynamic markings (e.g., *p*, *mp*, *mf*, *f*).

4.13 The student will develop skills for individual and ensemble singing performance.

- a) Sing with a clear tone quality and correct intonation.
- b) Sing diatonic melodies.
- c) Sing melodies notated in varying forms.
- d) Sing with expression using dynamics and phrasing.
- e) Sing in simple harmony.
- f) Demonstrate proper posture for singing.

4.14 The student will develop skills for individual and ensemble instrumental performance.

- a) Play music of increasing difficulty in two-part ensembles.
- b) Play melodies of increasing difficulty notated in varying forms.

- c) Play a given melody on an instrument.
  - d) Play with expression using dynamics and phrasing.
  - e) Accompany songs and chants with tonic, subdominant, and dominant chords.
  - f) Demonstrate proper playing techniques.
- 4.15 The student will classify, perform, and count rhythmic patterns.
- a) Use a counting system.
  - b) Include patterns that suggest duple and triple meter.
  - c) Use instruments, body percussion, and voice.
  - d) Include dotted quarter note followed by an eighth note.
- 4.16 The student will demonstrate meter.
- a) Apply strong and weak beats.
  - b) Perform and illustrate sets of beats grouped in twos and threes.
- 4.17 The student will respond to music with movement.
- a) Perform non-choreographed and choreographed movements.
  - b) Perform dances and other music activities.
  - c) Create movement to illustrate rondo (ABACA) musical form.



## **Grade Five General Music**

The standards for Grade Five General Music enable students to use their music knowledge and skills to synthesize information and create music. Students continue to read, write, and compose music, using increasingly complex rhythms and meters. Students document questions about music and explore sources for investigating music concepts. They begin to develop choral skills, including singing in two- and three-part harmony. Students explore and perform a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances.

### **Creative Process**

- 5.1 The student will improvise and compose music.
  - a) Improvise melodies and rhythms of increasing complexity.
  - b) Compose a short original composition within specified guidelines.
- 5.2 The student will apply a creative process for music.
  - a) Investigate music by documenting questions and conducting research on a musical topic of interest.
  - b) Explain the role of a creative process in developing a music product or performance.
  - c) Share finished works of music with a group.

### **Critical Thinking and Communication**

- 5.3 The student will analyze and evaluate music.
  - a) Group a variety of instruments into categories based on how their sounds are produced.
  - b) Experiment with the science of sound.
  - c) Analyze elements of music through listening using music terminology.
  - d) Explain theme-and-variation form.
  - e) Apply accepted criteria when judging the quality of compositions and performances.
- 5.4 The student will analyze personal preferences among music compositions using music terminology.
- 5.5 The student will apply collaboration and communication skills for music creation, rehearsal, and performance.
  - a) Exhibit acceptable performance etiquette as a participant and/or listener in relation to the context and style of music performed.
  - b) Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

### **History, Culture, and Citizenship**

- 5.6 The student will explore historical and cultural aspects of music.
  - a) Identify representative composers and music compositions from different periods of music history.

- b) Compare and contrast a variety of musical styles using music terminology.
  - c) Examine factors that may inspire musicians to perform or compose.
- 5.7 The student will describe how people may participate in music within the community as performers, consumers of music, and music advocates.
- 5.8 The student will define *intellectual property* as it relates to music and the music industry.

### **Innovation in the Arts**

- 5.9 The student will recognize various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business, arts administrator, performer, music therapist, music teacher).
- 5.10 The student will investigate and explore innovative ways to make music.
- 5.11 The student will compare and contrast relationships between music and other fields of knowledge for the development of problem-solving skills.

### **Technique and Application**

- 5.12 The student will demonstrate music literacy.
- a) Identify the treble (G) and bass (F) clefs.
  - b) Use a system to sight-read melodies based on the diatonic scale.
  - c) Use traditional notation to write melodies containing skips and leaps.
  - d) Read and notate rhythmic patterns of increasing complexity.
  - e) Identify the meaning of the upper and lower numbers of compound time signatures ( $\frac{6}{8}$ ).
  - f) Identify tempo markings.
- 5.13 The student will develop skills for individual and ensemble singing performance.
- a) Sing with attention to blend, balance, intonation, and expression.
  - b) Sing melodies of increasing complexity notated in varying forms.
  - c) Sing in two- and three-part harmony.
  - d) Model proper posture for singing.
- 5.14 The student will develop skills for individual and ensemble instrumental performance.
- a) Play music of increasing difficulty in a variety of ensembles.
  - b) Play melodies and accompaniments of increasing difficulty notated in varying forms.
  - c) Play with expression.
  - d) Apply proper playing techniques.
- 5.15 The student will classify, perform, and count rhythmic patterns.
- a) Use a counting system.
  - b) Include patterns that suggest duple and triple meter.
  - c) Use instruments, body percussion, and voice.

- d) Increase complexity, including syncopations.
- 5.16 The student will demonstrate meter.
- a) Apply accent.
  - b) Identify duple and triple meter.
- 5.17 The student will respond to music with movement.
- a) Perform non-choreographed and choreographed movements including music in duple and triple meters.
  - b) Perform dances and other music activities.

## Elementary Instrumental Music

The standards for Elementary Instrumental Music enable students to begin receiving instruction on a wind, percussion, or string instrument of their choice with guidance from the music teacher. Instruction may begin at any elementary school grade level. Students identify parts of the instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, embouchure, and tone production. Music literacy skills are emphasized as students read, notate, and perform music. Students begin to respond to, describe, interpret, and evaluate works of music both as performers and listeners. Students use a creative process to identify and apply the skills involved in creating original work. Opportunities are provided for students to participate in local and district music events as appropriate to level, ability, and interest.

### Creative Process

- EI.1 The student will create music as a means of individual expression.
- a) Compose a four-measure rhythmic-melodic variation.
  - b) Improvise simple rhythmic and melodic examples in call-and-response styles.
  - c) Play and write rhythmic variations of four-measure selections taken from existing melodies, exercises, or etudes.
- EI.2 The student will apply a creative process for music.
- a) Identify and apply steps of a creative process.
  - b) Collaboratively identify and examine inquiry-based questions related to music.
  - c) Monitor individual practice and progress toward goals.

### Critical Thinking and Communication

- EI.3 The student will analyze, interpret, and evaluate music.
- a) Describe diverse works of music using inquiry skills and music terminology.
  - b) Identify accepted criteria used for evaluating works of music.
  - c) Describe performances of music using music terminology.
- EI.4 The student will formulate and justify personal responses to music.
- a) Identify reasons for preferences among works of music using music terminology.
  - b) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.
- EI.5 The student will identify and demonstrate collaboration and communication skills for music.
- a) Participate in school performances and community events as appropriate to level, ability, and interest.
  - b) Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
  - c) Describe and demonstrate active listening in rehearsal and as an audience member.

## History, Culture, and Citizenship

- EI.6 The student will explore historical and cultural influences of music.
- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature through listening, performing, and studying.
  - b) Identify ways in which culture influences the development of instruments, instrumental music, and instrumental music styles.
- EI.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.
- EI.8 The student will identify intellectual property as it relates to music.

## Innovation in the Arts

- EI.9 The student will identify career options in music.
- EI.10 The student will identify ways in which culture and technology influence the development of music and musical styles.
- EI.11 The student will identify the connections of instrumental music to the other fine arts and other fields of knowledge.

## Technique and Application

- EI.12 The student will demonstrate music literacy.
- a) Identify, define, and use basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
  - b) Notate student-created compositions using standard notation.
  - c) Sing selected lines from music being studied.
  - d) Echo, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.
  - e) Identify, read, and perform music in simple meters ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C).
  - f) Define and apply music terminology found in the music literature being studied.
  - g) Read and interpret standard music notation while performing music of varying styles and levels of difficulty.
  - h) Sight-read music of varying styles.
- EI.13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, and perform scales and key signatures.
- a) Wind/percussion student—one-octave concert F and B-flat major scales.
  - b) Orchestral string student—one-octave D and G major scales.
- EI.14 The student will demonstrate preparatory instrumental basics and playing procedures.
- a) Identify and select an appropriate instrument.
  - b) Identify parts of the instrument.
  - c) Identify procedures for care of the instrument.

- d) Identify proper playing posture and instrument position.
- e) Understand procedures for basic tuning of the instrument with a visual aid or electronic tuner.

EI.15 The student will demonstrate proper instrumental techniques.

- a) Correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.
- b) Production of tones that are clear, free of tension, and sustained.
- c) Wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent).
- d) Orchestral string student—bow hold, straight bow stroke; contrasting articulations (pizzicato, legato, staccato, two-note slurs).
- e) Percussion student—stick control, appropriate grip, and performance of beginning roll, diddle, and flam rudiments, and multiple bounce roll.

EI.16 The student will demonstrate musicianship and ensemble skills at a beginning level.

- a) Identify the characteristic sound of the instrument being studied.
- b) Playing unisons.
- c) Differentiate between unisons that are too high or low in order to match pitches.
- d) Make adjustments to facilitate correct intonation.
- e) Balance instrumental timbres.
- f) Match dynamic levels and playing style.
- g) Maintain a steady beat at various tempos in the music literature being studied.
- h) Respond to conducting patterns and gestures.
- i) Begin to use articulations and dynamic contrasts as a means of expression.

## **Grade Six General Music**

The standards for Grade Six General Music enable students to continue acquiring musical knowledge and skills through singing, playing instruments, performing rhythms, moving to music, composing and improvising. Emphasis is on the development of fundamental skills in reading and notating music and in personal expression through music. Students explore components of a creative process as they define, organize, and share music ideas. Students examine a variety of musical styles and works from periods of music history. Students identify ways in which culture and technology influence the development of music and describe connections between music and other fields of knowledge.

### **Creative Process**

- 6.1 The student will demonstrate creative thinking by composing and improvising original music.
- a) Improvise four-measure melodic and rhythmic phrases.
  - b) Compose four-measure melodies and rhythms.
  - c) Arrange an existing musical phrase.
- 6.2 The student will apply a creative process for music.
- a) Explore components of creative processes for music.
  - b) Define, organize, and share personal ideas, investigations, and research of music ideas and concepts.

### **Critical Thinking and Communication**

- 6.3 The student will analyze, interpret, and evaluate music.
- a) Describe expressive qualities of works of music using inquiry skills and music terminology.
  - b) Examine and apply personal and accepted criteria for evaluating works of music.
  - c) Describe performances of music using music terminology.
  - d) Apply accepted criteria for critiquing musical works and performances of self and others.
- 6.4 The student will formulate and justify personal responses to music.
- a) Identify reasons for preferences among works of music using music terminology.
  - b) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.
- 6.5 The student will identify and demonstrate collaboration and communication skills for music, including active listening.

### **History, Culture, and Citizenship**

- 6.6 The student will explore historical and cultural influences of music.
- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  - b) Describe ways in which culture influences the development of music and music styles.

6.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.

6.8 The student will explain intellectual property as it relates to music.

### **Innovation in the Arts**

6.9 The student will describe career options in music.

6.10 The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated.

6.11 The student will describe the connections of music to the other fine arts and other fields of knowledge.

### **Technique and Application**

6.12 The student will read and notate music.

- a) Identify tonal, rhythmic, and melodic patterns containing steps, skips, and leaps.
- b) Recognize diatonic intervals.
- c) Identify and notate melodies on the musical staff.
- d) Read and notate rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.
- e) Identify the meaning of the upper and lower numbers of time signatures.

6.13 The student will perform a variety of music.

- a) Sing or play music in unison and simple harmony.
- b) Follow dynamic and tempo markings.
- c) Identifying appropriate performance practices.

6.14 The student will perform melodies and accompaniments.

- a) Sing or play instruments with and without notation.
- b) Perform music in a variety of ensembles.

6.15 The student will read, count, and perform rhythmic patterns.

- a) Use a counting system.
- b) Include patterns that suggest duple and triple meter.
- c) Use instruments, body percussion, and voice.
- d) Include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.

6.16 The student will respond to music with movement by performing non-choreographed and choreographed movements.



## **Grade Seven General Music**

The standards for Grade Seven General Music build upon students' musical knowledge and skills through increasingly complex experiences in singing, playing instruments, performing rhythms, moving to music, and creating music through processes such as composition, improvisation, and arranging. Exploration of music theory continues as students read and write increasingly complex music notation. Students use critical thinking to compare and contrast the functions of music and investigate the impact of musicians, music consumers, and music advocates on the community. Students define, organize, and share personal ideas, investigations, and research of music ideas and concepts as part of a creative process. Students respond to, describe, interpret, and evaluate music and experience music from a variety of cultural influences, styles, composers, and historical periods. They compare and contrast career pathways in music and identify relationships between music and other fine arts.

### **Creative Process**

- 7.1 The student will demonstrate creative thinking by composing and improvising original music.
- a) Improvise eight-measure melodic and rhythmic phrases.
  - b) Compose eight-measure melodies and rhythms.
  - c) Arrange an existing musical antecedent phrase and consequent phrase.
- 7.2 The student will apply a creative process for music.
- a) Describe components of a creative process for music.
  - b) Define, organize, and share personal ideas, investigations, and research of music ideas and concepts.

### **Critical Thinking and Communication**

- 7.3 The student will analyze, interpret, and evaluate music.
- a) Describe and interpret works of music using inquiry skills and music terminology.
  - b) Apply accepted criteria for evaluating works of music.
  - c) Apply accepted criteria for critiquing musical performances of self and others.
- 7.4 The student will formulate and justify personal responses to music.
- a) Explain how the time and place influence the characteristics that give meaning and value to a work of music.
  - b) Describe personal responses to works of music using music terminology.
  - c) Analyze ways in which music can evoke emotion and be persuasive.
- 7.5 The student will describe and demonstrate collaboration and communication skills for music, including active listening.

### **History, Culture, and Citizenship**

- 7.6 The student will explore historical and cultural influences of music.
- a) Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.

- b) Compare and contrast a variety of musical styles using music terminology.
  - c) Compare and contrast the functions of music in a variety of cultures.
- 7.7 The student will describe how musicians, consumers of music, and music advocates impact the community.
- 7.8 The student will identify and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.

### **Innovation in the Arts**

- 7.9 The student will compare and contrast career options in music in relation to career preparation.
- 7.10 The student will identify and explore ways that new media is used to create and edit music.
- 7.11 The student will relate music to the other fine arts.

### **Technique and Application**

- 7.12 The student will read and notate music.
- a) Identify and perform tonal, rhythmic, and melodic patterns containing steps, skips, and leaps.
  - b) Notate melodies on the treble and bass staves.
  - c) Read melodic patterns using the diatonic scale.
  - d) Read and notate rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests.
- 7.13 The student will perform a varied repertoire of music.
- a) Sing or play music written in two or three parts.
  - b) Play melodies and accompaniments written on the treble staff and/or bass staff.
  - c) Demonstrate appropriate performance practices.
- 7.14 The student will sing and/or play music of increased levels of difficulty on a variety of instruments.
- 7.15 The student will read, count, and perform rhythmic patterns.
- a) Use a counting system.
  - b) Include patterns that suggest duple and triple meter.
  - c) Use instruments, body percussion, and voice.
  - d) Include sixteenth notes, dotted notes, and corresponding rests.
- 7.16 The student will respond to music with movement.
- a) Use movement to illustrate musical styles.
  - b) Use choreography to interpret aspects of musical expression.

## Grade Eight General Music

The standards for Grade Eight General Music enable students to use critical thinking skills to gain a deeper understanding of music. Students explore and evaluate a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances. Students use a creative process to develop individual solutions to creative challenges through independent research, investigation, and inquiry of music ideas and concepts. Students investigate connections between music skills and college, career, and workplace skills, and analyze connection between music and other fields of knowledge. Students examine historical and cultural influences of music and the value of music in society. Students are prepared for further instruction at the high school level.

### Creative Process

- 8.1 The student will demonstrate creative thinking by composing and improvising original music.
- a) Improvise sixteen-measure melodic and rhythmic phrases.
  - b) Compose sixteen-measure melodies and rhythms.
  - c) Arranging an existing musical tune.
- 8.2 The student will apply a creative process for music.
- a) Develop individual solutions to creative challenges through independent research, investigation, and inquiry of music ideas and concepts.
  - b) Collaborate with peers to define, organize, develop, and share ideas, investigations, and research of music ideas and concepts.

### Critical Thinking and Communication

- 8.3 The student will analyze, interpret, and evaluate music.
- a) Analyze and interpret works of music using inquiry skills and music terminology.
  - b) Formulate criteria to be used for evaluating works of music.
  - c) Apply formulated criteria for critiquing musical works and performances of self and others.
- 8.4 The student will formulate and justify personal responses to music.
- a) Analyze how time and place influence the characteristics that give meaning and value to a work of music.
  - b) Describe personal, emotional, and intellectual responses to works of music.
- 8.5 The student will explain and apply collaboration and communication skills for music, including active listening.

### History, Culture, and Citizenship

- 8.6 The student will explore historical and cultural influences of music.
- a) Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  - b) Compare and contrast a variety of musical periods and styles using music terminology.

- c) Compare and contrast the functions of music in a variety of cultures.
- 8.7 The student will describe opportunities for music performance and advocacy within the community.
- 8.8 The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.

### **Innovation in the Arts**

- 8.9 The student will investigate connections between music skills and college, career, and workplace skills.
- 8.10 The student will explore and investigate technology and new media to create, edit, and present music.
- 8.11 The student will analyze cross-disciplinary connections with music.

### **Technique and Application**

- 8.12 The student will read and notate music.
  - a) Identify and perform melodic patterns using specific interval names (e.g., third, fifth).
  - b) Read and notate rhythmic patterns of increasing complexity, including tied rhythms, eighth note triplets, syncopation.
- 8.13 The student will perform a variety of music.
  - a) Use indicated dynamics, phrasing, and other elements of music.
  - b) Sing or play music written in three parts on the treble and bass staves.
  - c) Consistently demonstrate appropriate performance practices.
- 8.14 The student will sing and/or play a variety of instruments.
  - a) Play melodies and accompaniments written on the grand staff.
  - b) Play music of increased difficulty in a variety of ensembles using traditional and nontraditional instruments.
- 8.15 The student will read, count, and perform rhythmic patterns.
  - a) Use a counting system.
  - b) Include patterns that suggest duple and triple meter.
  - c) Use instruments, body percussion, and voice.
  - d) Include complex rhythms and syncopation.
- 8.16 The student will respond to music with movement.
  - a) Create movements individually or collaboratively to interpret a musical composition.
  - b) Create movements to illustrate forms, meters, and patterns.
  - c) Demonstrate how choreography is a form of expression and communication.

## **Middle School Instrumental Music, Beginning Level**

The standards for Middle School Instrumental Music, Beginning Level enable students to begin receiving instruction on a wind, percussion, or string instrument of their choice with guidance from the music teacher. Instruction may begin at any middle school grade level. Students identify parts of the instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, embouchure (if applicable), and tone production. Students apply emerging music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking skills to respond to, describe, interpret, and evaluate works of music as performers and listeners. Students identify opportunities to engage with music beyond the classroom. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

### **Creative Process**

- MIB.1            The student will create music as a means of individual expression.
- a) Compose a four-measure rhythmic-melodic variation.
  - b) Improvise simple rhythmic and melodic examples in call-and-response styles.
  - c) Play and write rhythmic variations of four-measure selections taken from existing melodies, exercises, or etudes.
- MIB.2            The student will apply a creative process for music.
- a) Identify and apply steps of a creative process in a variety of contexts in music.
  - b) Collaboratively identify and examine inquiry-based questions related to music.
  - c) Monitor individual practice and progress toward goals.

### **Critical Thinking and Communication**

- MIB.3            The student will analyze, interpret, and evaluate music.
- a) Describe and interpret diverse works of music using inquiry skills and music terminology.
  - b) Describe accepted criteria used for evaluating works of music.
  - c) Describe performances of music using music terminology.
- MIB.4            The student will formulate and justify personal responses to music.
- a) Identify reasons for preferences among works of music using music terminology.
  - b) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.
  - c) Describe aesthetic criteria used for determining the quality of a work of music or importance of a musical style.
- MIB.5            The student will identify and demonstrate collaboration and communication skills for music.
- a) Participate in school performances, and in local, district, or regional events as appropriate to level, ability, and interest.

- b) Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- c) Describe and demonstrate active listening in rehearsal and as an audience member.

### **History, Culture, and Citizenship**

- MIB.6 The student will explore historical and cultural influences of music.
- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature through listening, performing, and studying.
  - b) Describe ways in which culture influences the development of instruments, instrumental music, and instrumental music styles.
- MIB.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.
- MIB.8 The student will examine and apply digital citizenship skills related to intellectual property as it relates to music.

### **Innovation in the Arts**

- MIB.9 The student will describe career options in music.
- MIB.10 The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated.
- MIB.11 The student will describe the connections of instrumental music to the other fine arts and other fields of knowledge.

### **Technique and Application**

- MIB.12 The student will demonstrate music literacy.
- a) Identify, define, and use basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
  - b) Notate student-created compositions using standard notation.
  - c) Sing selected lines from music being studied.
  - d) Echo, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.
  - e) Identify, read, and perform music in simple meters ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C).
  - f) Define and apply music terminology found in the music literature being studied.
  - g) Read and interpret standard music notation while performing music of varying styles and levels of difficulty.
  - h) Sight-read music of varying styles and levels of difficulty.
  - i) Guitar student—read and create chord diagrams; read and perform basic rhythm guitar using G, G7, B7, C, D, D7, Dm, A, A7, Am, E, E7, Em, and F chords in first position.

- MIB.13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.
- a) Wind/percussion student—one-octave concert F, B-flat, and E-flat major scales and chromatic patterns.
  - b) Orchestral string student—one-octave G, D, and C major scales and introduce the concept of minor scales.
  - c) Guitar student—one-octave ascending and descending major, natural and harmonic scales up to three sharps/one flat; a chromatic scale; one form of the moveable, one-octave pentatonic scale; open position chords; power chords with roots on the sixth and fifth strings; a I-IV-V7 chord progression in the keys of C, G, D, and A major, and A and E minor; and 12-bar blues in a variety of keys.
- MIB.14 The student will demonstrate preparatory instrumental basics and playing procedures.
- a) Identify and select an appropriate instrument.
  - b) Identify parts of the instrument.
  - c) Identify procedures for care of the instrument.
  - d) Identify proper playing posture and instrument position.
  - e) Understand procedures for basic tuning of the instrument with a visual aid or electronic tuner.
- MIB.15 The student will demonstrate proper instrumental techniques.
- a) Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.
  - b) Match pitches and begin to make adjustments to facilitate correct intonation.
  - c) Produce tones that are clear, free of tension, and sustained.
  - d) Wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent).
  - e) Orchestral string student—proper bow placement, weight, angle, and speed; contrasting articulations (pizzicato, legato, staccato, two-note slurs).
  - f) Percussion student—stick control, appropriate grip, and performance of beginning roll, diddle, flam and drag rudiments; multiple bounce roll; playing techniques on mallet and auxiliary instruments.
  - g) Guitar student—correct left hand position and finger placement, right hand position and techniques (finger style and pick style).
- MIB.16 The student will demonstrate musicianship and ensemble skills at a beginning level.
- a) Identify the characteristic sound of the instrument being studied.
  - b) Blend and balance instrumental timbres.
  - c) Make adjustments to facilitate correct intonation.
  - d) Match dynamic levels and playing style.
  - e) Respond to conducting patterns and gestures.
  - f) Maintain a steady beat at various tempos in the music literature being studied.

- g) Begin to use articulations, dynamic contrasts, and phrasing, as a means of expression.

## **Middle School Instrumental Music, Intermediate Level**

The standards for Middle School Instrumental Music, Intermediate Level enable students to continue to develop basic musicianship and music literacy. Students examine inquiry-based questions related to music as part of a creative process. Students increase individual technical skills while developing their understanding of the collaborative skills required to create and refine music for ensemble performance. Music literacy skills are emphasized as students read, notate, sight-read, and perform music. Students respond to, describe, interpret, and evaluate music as performers and listeners, and experience music from a variety of cultural influences, styles, composers, and historical periods. Students compare and contrast career options in music and examine the relationship of instrumental music to the other fine arts. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

### **Creative Process**

- MII.1 The student will create music as a means of individual expression.
  - a) Compose a four-measure rhythmic-melodic variation.
  - b) Improvise simple rhythmic and melodic examples in call-and-response styles.
  - c) Write and perform melodic variations of four- to-eight-measure selections taken from existing melodies, exercises, or etudes.
- MII.2 The student will apply a creative process for music.
  - a) Apply steps of a creative process in a variety of contexts in music.
  - b) Collaboratively identify and examine inquiry-based questions related to music.
  - c) Monitor individual practice and progress toward goals.

### **Critical Thinking and Communication**

- MII.3 The student will analyze, interpret, and evaluate music.
  - a) Interpret diverse works of music using inquiry skills and music terminology.
  - b) Apply accepted criteria for analyzing, critiquing, and evaluating works of music.
  - c) Describe performances of music using music terminology.
- MII.4 The student will formulate and justify personal responses to music.
  - a) Explain how the factors of time and place influence the characteristics that give meaning and value to a work of music.
  - b) Describe personal responses to works of music using music terminology.
  - c) Analyze ways in which music can evoke emotion and be persuasive.
  - d) Apply aesthetic criteria for determining the quality of a work of music or importance of a musical style.
- MII.5 The student will describe and demonstrate collaboration and communication skills for music.



- a) Participate in curricular and co-curricular school performances, and in local, district, or regional events as appropriate to level, ability, and interest.
- b) Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- c) Demonstrate concert etiquette as an active listener.

### **History, Culture, and Citizenship**

- MII.6 The student will explore historical and cultural influences of music.
- a) Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature through listening, performing, and studying.
  - b) Compare and contrast a variety of musical styles using music terminology.
  - c) Compare and contrast the functions of instrumental music in a variety of cultures.
- MII.7 The student will describe how musicians, consumers of music, and music advocates impact the community.
- MII.8 The student will identify and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.

### **Innovation in the Arts**

- MII.9 The student will compare and contrast career options in music in relation to career preparation.
- MII.10 The student will identify and explore ways that new media is used to create and edit music.
- MII.11 The student will examine the relationship of instrumental music to the other fine arts.

### **Technique and Application**

- MII.12 The student will demonstrate music literacy.
- a) Identify, define, and use standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
  - b) Notate student-created compositions using standard notation.
  - c) Sing independent parts selected from the music being studied.
  - d) Echo, read, count (using a counting system), and perform rhythms and rhythmic patterns, including sixteenth notes, eighth-note triplets, dotted eighth notes, corresponding rests, and syncopations.
  - e) Identify, read, and perform music in  $\frac{2}{2}$  (alla breve or cut time) and  $\frac{6}{8}$  meters.
  - f) Identify and perform music written in rondo and ternary forms.
  - g) Define and apply music terminology found in the music literature being studied.
  - h) Sight-read music of varying styles and levels of difficulty.
  - i) Guitar student—identify and perform music written in ABA and strophic forms.

- MII.13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.
- a) Wind/percussion student—concert C, F, B-flat, E-flat, A-flat, and G major scales; g and d minor scales; chromatic scale.
  - b) Orchestral string student—one-octave C, G, D, F, and B-flat major scales and a, e, g, and d minor scales (double bass dropping to lower string as needed).
  - c) Guitar student—scales and chords in root position and in inversions. One-octave major, natural minor, and harmonic minor scales up to four sharps/two flats. Chromatic scales up to the 12th fret. One form of the movable, two-octave blues scale. First position and barre chords using eight basic forms: E, E7, Em, Em7, A, A7, Am, Am7. Power chords with roots on the sixth and fifth strings through 10th position. A I-IV-V7 chord progression in the keys of C, G, D, A, E and F major and A and E minor. A 12-bar blues progression in the keys of A and E.
- MII.14 The student will identify, describe, and demonstrate preparatory playing procedures.
- a) Demonstrate procedures for care and basic maintenance of the instrument.
  - b) Demonstrate consistent use of proper playing posture, instrument position, and hand positions.
  - c) Demonstrate procedures for basic tuning of the instrument, with and without an electronic tuner.
- MII.15 The student will demonstrate proper instrumental techniques.
- a) Adjust intonation while playing.
  - b) Produce tones that are clear, free of tension, sustained, and unwavering in pitch.
  - c) Wind student—proper breathing techniques and embouchure; contrasting articulations (legato, marcato).
  - d) Orchestral string student—proper bow placement, weight, angle, and speed; contrasting articulations (détaché, accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando).
  - e) Percussion student—stick control, appropriate grip, and continued performance of roll, diddle, flam, and drag rudiments with increasing difficulty; playing techniques on mallet and auxiliary instruments.
  - f) Guitar student—right-hand techniques (finger style and pick style), and left-hand-techniques (vibrato, slurs, string-bending and barre techniques).
- MII.16 The student will demonstrate musicianship and ensemble skills at an intermediate level.
- a) Identify and produce the characteristic sound of the instrument being studied.
  - b) Blend and balance instrumental timbres.
  - c) Make adjustments to facilitate correct intonation.
  - d) Match dynamic levels and playing style.
  - e) Respond to conducting patterns and gestures.
  - f) Maintain a steady beat at various tempos in the music literature being studied.
  - g) Use articulations, dynamic contrasts, and phrasing as means of expression.



## **Middle School Instrumental Music, Advanced Level**

The standards for Middle School Instrumental Music, Advanced Level enable students to advance technical and expressive skills. Students develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts. Students extend their knowledge of instrument-specific techniques while expanding their vocabulary of scales, arpeggios, and rudiments in more complex rhythmic patterns. Ensemble skills become more developed as students participate and collaborate with others to create and recreate music. Music literacy and performance skills are emphasized through performing and sight-reading progressively challenging literature. Students investigate connections between music skills and college, career, and workplace skills and investigate current and emerging technology in music. Opportunities are provided for students to participate in local, district, regional, and state events as appropriate to level, ability, and interest.

### **Creative Process**

- MIAD.1 The student will create music as a means of expression.
- a) Compose an eight-measure rhythmic-melodic variation.
  - b) Improvise increasingly complex rhythmic and melodic examples in call-and-response styles.
  - c) Write and perform rhythmic-melodic variations of selections taken from existing melodies, exercises, or etudes, incorporating a variety of expressive elements.
- MIAD.2 The student will apply a creative process for music.
- a) Apply steps of a creative process in a variety of contexts in music.
  - b) Develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts.
  - c) Monitor individual practice and progress toward goals.

### **Critical Thinking and Communication**

- MIAD.3 The student will analyze, interpret, and evaluate music.
- a) Compare and contrast the style, cultural influences, and historical contexts of music literature being studied.
  - b) Examine ways in which personal experiences influence critical judgment about works of music and musical performances.
  - c) Apply accepted criteria for analyzing, evaluating, and critiquing works of music.
- MIAD.4 The student will formulate and justify personal responses to music.
- a) Analyze personal responses to works of music using music terminology.
  - b) Identify personal criteria used for evaluating works of music.
  - c) Apply criteria for determining the quality of a work of music or importance of a musical style.
- MIAD.5 The student will explain and apply collaboration and communication skills for music.
- a) Participate in curricular and co-curricular performances, and in local, district, or regional events as appropriate to level, ability, and interest.

- b) Apply rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- c) Consistently demonstrate exemplary concert etiquette as an active listener.

### **History, Culture, and Citizenship**

- MIAD.6 The student will explore historical and cultural influences of music.
- a) Analyze the cultural influences, musical styles, composers, and historical periods associated with the music literature through listening, performing, and studying.
  - b) Compare and contrast a variety of musical periods and styles using music terminology.
  - c) Analyze the characteristics of instrumental music from a variety of cultures.
- MIAD.7 The student will describe opportunities for music performance and advocacy within the community.
- MIAD.8 The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.

### **Innovation in the Arts**

- MIAD.9 The student will investigate connections between music skills and college, career, and workplace skills.
- MIAD.10 The student will explore and investigate technology and new media to create, edit, and present music.
- MIAD.11 The student will analyze cross-disciplinary connections with music.

### **Technique and Application**

- MIAD.12 The student will demonstrate music literacy.
- a) Identify, define, and use advanced standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
  - b) Notate student-created compositions using standard notation.
  - c) Sing assigned parts in combination with other parts from the music being studied.
  - d) Read, count (using a counting system), perform, and compose rhythms and rhythmic patterns that include quarter-note triplets and corresponding rests.
  - e) Identify, read, and perform music in complex meters, including compound and asymmetrical meters.
  - f) Identify and perform music written in theme-and-variations form.
  - g) Define and consistently apply music terminology found in the music literature being studied.
  - h) Read and interpret standard music notation while performing music of varying styles and levels of difficulty.
  - i) Sight-read music of varying styles and levels of difficulty.
  - j) Guitar student— read and create chord diagrams; read basic rhythm guitar using first position chords; read and correctly interpret guitar tablature.

- MIAD.13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand, and perform scales, key signatures, and/or chords.
- a) Wind/percussion student—concert C, F, B-flat, E-flat, A-flat, D-flat, G, and D major scales; g, d, and c minor scales; an extended chromatic scale.
  - b) Orchestral string student—one-octave F and B-flat major scales; two-octave C, G, and D, and major scales a, e, b, d, and g minor scales.
  - c) Guitar student—ascending and descending scales; major, natural minor, and harmonic minor scales of at least two octaves up to five sharps/three flats; chromatic scales up to the 12th fret; two forms of the movable blues scales. First position, barre chords, and movable jazz chords. A ii7-V7-I7 chord progression in a variety of keys. A 12-bar blues progression in a variety of keys.
- MIAD.14 The student will independently demonstrate preparatory playing procedures.
- a) Procedures for care and maintenance of the instrument.
  - b) Consistent use of proper playing posture, instrument position, and hand positions.
  - c) Basic tuning of the instrument, with and without an external source.
- MIAD.15 The student will demonstrate proper instrumental techniques.
- a) Consistently adjust and control intonation while playing.
  - b) Produce tones that are clear, free of tension, sustained, and centered in pitch.
  - c) Wind student—proper breathing techniques and embouchure; various articulations (tenuto, sforzando).
  - d) Orchestral string student—proper bow placement, weight, angle, and speed; various articulations (brush stroke, tremolo); a beginning vibrato motion; shifting to higher positions as needed.
  - e) Percussion student—stick control, appropriate grip, and continued performance of roll, diddle, flam, and drag rudiments with increasing difficulty; tuning timpani while playing; playing techniques on mallet and auxiliary instruments.
  - f) Guitar student—right-hand techniques (finger style and pick style) and left-hand techniques (vibrato, slurs, string-bending, and barre techniques).
- MIAD.16 The student will demonstrate musicianship and ensemble skills at an advanced level.
- a) Make adjustments to facilitate correct intonation.
  - b) Produce the characteristic sound of the instrument being studied.
  - c) Blend and balance instrumental timbres.
  - d) Match dynamic levels, playing style, and intonation.
  - e) Respond to conducting patterns and gestures.
  - f) Maintain a steady beat at various tempos and perform tempo changes in the music literature being studied.
  - g) Use articulations, dynamic contrasts, and phrasing as means of expression.

## **Middle School Choral Music, Beginning Level**

The standards for Middle School Choral Music, Beginning Level enable students to obtain musical knowledge and skills in the choral setting. Students begin to develop choral skills, including singing in unison and two-part harmony, with emphasis on vocal production and technique. They learn to read, write, and notate music using basic music theory concepts and perform music from a variety of music styles, composers, cultural influences, and historical periods. Students identify the steps of a creative process and apply emerging music skills to create and notate original work. Students examine career options in music and identify the relationship of choral music to other fine arts. Opportunities are provided for students to participate in local and district music events as appropriate to level, ability, and interest.

### **Creative Process**

- MCB.1           The student will create music as a means of individual expression.
- a) Compose a four-measure rhythmic-melodic variation.
  - b) Improvise simple rhythmic and melodic examples in call-and-response styles.
  - c) Play and write rhythmic variations of four-measure selections taken from songs, exercises, or etudes.
- MCB.2           The student will apply a creative process for music.
- a) Identify and apply steps of a creative process in a variety of contexts in choral music.
  - b) Refine choral music ideas and skills collaboratively with teacher feedback.

### **Critical Thinking and Communication**

- MCB.3           The student will analyze, interpret, and evaluate choral music.
- a) Describe works of music using inquiry skills and music terminology.
  - b) Examine accepted criteria used for evaluating works of music.
  - c) Describe performances of music using music terminology.
  - d) Examine accepted criteria used for critiquing musical performances.
- MCB.4           The student will formulate and justify personal responses to music.
- a) Identify reasons for preferences among works of music using music terminology.
  - b) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.
- MCB.5           The student will identify and apply collaboration and communication skills for music rehearsal and performance.
- a) Identify concert etiquette.
  - b) Identify skills needed for cooperating and collaborating as a singer during rehearsal.
  - c) Identify active listening for rehearsal, performance, and as an audience member.

## **History, Culture, and Citizenship**

- MCB.6 The student will explore historical and cultural influences of music
- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  - b) Identify ways in which culture and history influence the development of choral music and vocal music styles.
- MCB.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.
- MCB.8 The student will identify ethical standards as applied to the use of intellectual property.

## **Innovation in the Arts**

- MCB.9 The student will examine career options in music.
- MCB.10 The student will explore ways in which new media and technology influence the development and performance of music and musical styles.
- MCB.11 The student will identify the relationship of choral music to the other fine arts.

## **Technique and Application**

- MCB.12 The student will demonstrate music literacy.
- a) Identify, define, and use basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music.
  - b) Notate student-created compositions using standard notation.
  - c) Echo, read, count, and notate rhythmic patterns.
  - d) Sight-sing eight-measure melodic patterns while maintaining a steady beat.
  - e) Differentiate by sight call-and-response songs, canons, and partner songs.
- MCB.13 The student will develop aural skills.
- a) Identify diatonic intervals.
  - b) Distinguish major and minor tonalities.
  - c) Identify similar and contrasting musical phrases and sections.
  - d) Differentiate melodic and harmonic patterns.
- MCB.14 The student will demonstrate vocal techniques and choral skills.
- a) Use proper posture and breathing techniques that support vocal production.
  - b) Identify components of the vocal anatomy and vocal health.
  - c) Develop vocal agility and range through vocal exercises.
  - d) Use correct intonation.
  - e) Blend with other singers on the same vocal part.
  - f) Use proper diction (e.g., pure vowel sounds, diphthongs, and consonants with emphasis on beginning and ending consonants).
  - g) Sing an assigned vocal part in a small group.



- MCB.15      The student will identify and demonstrate expressive qualities of choral music.
- a) Interpret tempo markings (allegro, andante, adagio).
  - b) Perform, from musical scores and rhythmic exercises, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests.
  - c) Interpret dynamic markings (*p*, *mp*, *mf*, *f*, crescendo, decrescendo).
  - d) Demonstrate expressive phrasing techniques.
  - e) Respond to basic conducting patterns and interpretive gestures.
  - f) Use facial and physical expressions that reflect the mood and style of the music.
- MCB.16      The student will respond to music with movement by performing non-choreographed and choreographed movements.

## **Middle School Choral Music, Intermediate Level**

The standards for Middle School Choral Music, Intermediate Level enable students to build upon the skills and knowledge acquired at the beginning level. Students continue the development of vocal production techniques, ensemble etiquette, and basic music theory concepts. Opportunities are provided for students to explore choral music as a means of expression and communication. Students apply steps of a creative process to refine ideas and skills in a variety of contexts in choral music. They explore and perform music from a variety of musical styles, composers, cultural influences, and historical periods. Students compare and contrast career options in music and examine the relationship of choral music to the other fine arts. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

### **Creative Process**

- MCI.1            The student will create music as a means of individual expression.
- a) Compose a four-measure rhythmic-melodic variation.
  - b) Improvise simple rhythmic and melodic examples in call-and-response styles.
  - c) Write and perform rhythmic-melodic variations of four- to eight-measure selections taken from songs, exercises, or etudes.
- MCI.2            The student will apply a creative process for music.
- a) Apply steps of a creative process in a variety of contexts in choral music.
  - b) The student will collaboratively identify and examine inquiry-based questions related to choral music.
  - c) Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback.

### **Critical Thinking and Communication**

- MCI.3            The student will analyze, interpret, and evaluate choral music.
- a) Interpret works of music using inquiry skills and music terminology.
  - b) Apply accepted criteria for evaluating works of music.
  - c) Apply accepted criteria for critiquing music performances.
- MCI.4            The student will formulate and justify personal responses to music.
- a) Describe personal responses to music using music terminology.
  - b) Analyze ways in which music can evoke emotion and be persuasive.
- MCI.5            The student will describe and apply collaboration and communication skills for music rehearsal and performance.
- a) Demonstrate concert etiquette.
  - b) Cooperate and collaborate as a singer during rehearsal.
  - c) Demonstrate active listening in rehearsal, performance, and as an audience member.

## **History, Culture, and Citizenship**

- MCI.6 The student will explore historical and cultural influences of music.
- a) Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  - b) Explain how the factors of time and place influence the characteristics that give meaning and value to a work of music.
- MCI.7 The student will describe how musicians, consumers of music, and music advocates impact the community.
- MCI.8 The student will identify and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.

## **Innovation in the Arts**

- MCI.9 The student will compare and contrast career options in music in relation to career preparation.
- MCI.10 The student will identify and explore ways that new media is used to create and edit music.
- MCI.11 The student will examine the relationship of choral music to the other fine arts.

## **Technique and Application**

- MCI.12 The student will demonstrate music literacy.
- a) Identify, define, and use standard notation for pitch, rhythm, meter, dynamics, and other elements of music.
  - b) Notate student-created compositions using standard notation.
  - c) Echo, read, count, and notate rhythmic patterns.
  - d) Sight-sing eight-measure, stepwise melodic patterns from unison examples using the major scale.
  - e) Identify components of a vocal score.
  - f) Identify key signatures.
- MCI.13 The student will demonstrate aural skills.
- a) Identify diatonic intervals.
  - b) Distinguish ascending half-step and whole-step intervals.
  - c) Identify same and different melodic patterns.
  - d) Write melodic phrases from dictation.
- MCI.14 The student will demonstrate vocal techniques and choral skills.
- a) Maintain proper posture and breathing techniques that support vocal production.
  - b) Identify the difference between head voice and chest voice.
  - c) Strengthen vocal agility and range by singing developmentally appropriate vocal exercises.
  - d) Use correct intonation.

- e) Blend with other singers on the same vocal part.
- f) Apply proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).
- g) Sing an assigned vocal part in music written in two or three parts.
- h) Sing *a cappella* and with accompaniment.
- i) Sing in at least one language other than English.

MCI.15 The student will identify and demonstrate expressive qualities of choral music.

- a) Interpret tempo markings (presto, allegro, andante, adagio, ritardando, accelerando).
- b) Perform rhythmic patterns that include dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, and corresponding rests.
- c) Apply dynamic markings (*pp*, *p*, *mp*, *mf*, *f*, *ff*, crescendo, decrescendo).
- d) Apply phrasing techniques.
- e) Respond to a wide range of conducting patterns and interpretative gestures.
- f) Consistently use facial and physical expressions that reflect the mood and style of the music.

MCI.16 The student will respond to music with movement by performing choreography associated with various styles of music.

## **Middle School Choral Music, Advanced Level**

The standards for Middle School Choral Music, Advanced Level enable students to build upon the skills and knowledge acquired at the intermediate level. As students perform choral works and develop sight-reading skills, they expand their performance abilities and creativity. Through the collaborative environment of the choral setting, students demonstrate teamwork and display leadership skills. Students apply steps of a creative process to identify and examine inquiry-based questions related to choral music. They explore and perform music from a variety of musical styles, composers, cultural influences, and historical periods. Students investigate connections between music skills and college, career, and workplace skills and analyze cross-disciplinary connections with music. Opportunities are provided for students to participate in local, district, regional, and state events as appropriate to level, ability, and interest.

### **Creative Process**

- MCAD.1 The student will create music as a means of individual expression.
- a) Compose an eight-measure rhythmic-melodic variation.
  - b) Improvise increasingly complex rhythmic and melodic examples in call-and-response styles.
  - c) Write and perform rhythmic-melodic variations of four- to eight-measure selections taken from songs, exercises, or etudes incorporating a variety of expressive elements.
- MCAD.2 The student will apply a creative process for music.
- a) Apply steps of a creative process in a variety of contexts in choral music.
  - b) Identify and examine inquiry-based questions related to choral music.
  - c) Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback.

### **Critical Thinking and Communication**

- MCAD.3 The student will analyze, interpret, and evaluate choral music.
- a) Compare and contrast works of music using music terminology.
  - b) Evaluate works of music using accepted criteria.
  - c) Compare and contrast music performances.
  - d) Critique music performances using critical thinking skills.
- MCAD.4 The student will formulate and justify personal responses to music.
- a) Analyze personal responses to works of music using music terminology.
  - b) Analyze personal criteria used for evaluating works of music or critiquing musical performances.
- MCAD.5 The student will explain and apply collaboration and communication skills for music rehearsal and performance.
- a) Demonstrate concert etiquette.
  - b) Cooperate and collaborate as a singer during rehearsal.

- c) Consistently demonstrate active listening in rehearsal, performance, and as an audience member.

### **History, Culture, and Citizenship**

- MCAD.6 The student will explore historical and cultural influences of music.
- a) Analyze the cultural and historical influences of musical styles and composers associated with the music literature being studied.
  - b) Compare and contrast cultural and historical influences of a variety of musical styles using music terminology.
- MCAD.7 The student will investigate opportunities for music performance and advocacy within the community.
- MCAD.8 The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.

### **Innovation in the Arts**

- MCAD.9 The student will investigate connections between music skills and college, career, and workplace skills.
- MCAD.10 The student will identify and demonstrate ways in which new media and technology can influence the development of music and musical styles.
- MCAD.11 The student will demonstrate cross-disciplinary connections with choral music.

### **Technique and Application**

- MCAD.12 The student will demonstrate music literacy.
- a) Apply standard notation for pitch, rhythm, meter, dynamics, and other elements of music.
  - b) Notate student-created compositions using standard notation.
  - c) Echo, read, count, and notate rhythmic patterns.
  - d) Sight-sing eight-measure, stepwise melodic patterns from two-part scores using the major scale and maintaining a steady beat.
  - e) Identify components of a three-part choral score.
  - f) Compose and perform basic rhythmic patterns.
  - g) Identify key signatures.
- MCAD.13 The student will demonstrate aural skills.
- a) Identify all diatonic intervals.
  - b) Distinguish descending half-step and whole-step intervals.
  - c) Identify simple musical forms.
  - d) Recognize monophonic and homophonic textures.
  - e) Recognize *a cappella* vs. accompanied singing, descants, and ostinatos.
  - f) Write complex melodic and rhythmic phrases from dictation.
- MCAD.14 The student will demonstrate vocal techniques and choral skills.

- a) Maintain proper posture and breathing techniques that support vocal production.
- b) Identify the effect of physiological changes on the voice.
- c) Increase breath control through strength and endurance exercises.
- d) Integrate principles of vocal health in singing.
- e) Enhance vocal agility and range by singing developmentally appropriate vocal exercises, including use of head and chest voices.
- f) Blend with other singers on the same vocal part and across sections using correct intonation.
- g) Sing an assigned vocal part in music written in three or more parts.
- h) Apply proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).
- i) Sing music literature with and without instrumental accompaniment in at least one language other than English.

MCAD.15 The student will identify and demonstrate expressive qualities of choral music.

- a) Follow and maintain indicated tempos while singing.
- b) Perform rhythmic patterns that include eighth-note, half-note, and quarter-note triplets.
- c) Consistently apply dynamic markings while maintaining correct intonation.
- d) Interpret expressive phrasing techniques.
- e) Respond to advanced conducting patterns and interpretive gestures.
- f) Consistently use facial and physical expressions that reflect the mood and style of the music.

MCAD.16 The student will respond to music with movement.

- a) Create movement individually or collaboratively to interpret a musical composition.
- b) Apply choreography as a form of expression and communication (e.g., sign language, riser choreography).

## High School Music

The standards for High School Music enable students to use critical thinking skills to study and apply advanced musical concepts in a variety of classroom structures (e.g., Music Technology, Music Appreciation, Music History/Literature, Independent Study, etc.) apart from traditional ensemble settings. Students develop skills in reading and understanding a variety of musical notations. Students develop, improvise, draft, refine, and share music ideas. Students respond to, describe, interpret, and evaluate music and explore music from a variety of cultural influences, styles, composers, and historical periods. They examine relationships of music to other fine arts and to other fields of knowledge, and explore connections between music skills and college, career, and workplace skills.

### Creative Process

- HM.1 The student will demonstrate creative thinking by composing and arranging music within specified guidelines.
- a) Compose and arrange appropriate voicings and ranges.
  - b) Improvise over tonal or rhythmic structure.
  - c) Improvise variations on a simple melody.
- HM.2 The student will apply a creative process for music.
- a) Define, evaluate, organize, develop, and share personal ideas, investigations, and research of music ideas and concepts.
  - b) Develop and share individual creative processes for creating original music compositions, arrangements, and improvisations.

### Critical Thinking and Communication

- HM.3 The student will analyze, interpret, and evaluate music.
- a) Describe music styles and forms using music terminology.
  - b) Define and classify various musical styles that represent a variety of historical periods and cultural influences.
  - c) Describe and interpret works of music using inquiry skills and music terminology.
  - d) Examine and apply accepted criteria for evaluating works of music.
  - e) Examine and apply accepted criteria for critiquing musical performances of self and others.
- HM.4 The student will formulate and justify personal responses to music.
- a) Explain how the context of a musical work's creation may influence the response of the listener.
  - b) Analyze and explain personal responses to works of music.
- HM.5 The student will evaluate and demonstrate collaboration skills and concert etiquette.
- a) Examine audience etiquette appropriate for various musical settings.
  - b) Exhibit active listening in music settings.



- c) Demonstrate respect for the contributions of others in collaborative music experiences.

### **History, Culture, and Citizenship**

- HM.6 The student will explore historical and cultural influences of music.
  - a) Describe distinguishing characteristics of musical forms and styles from a variety of cultures.
  - b) Identify cultural and historical influences of musical styles.
- HM.7 The student will describe opportunities for music performance and advocacy within the community.
- HM.8 The student will describe ethical standards as applied to the use of intellectual property.

### **Innovation in the Arts**

- HM.9 The student will explore connections between music skills and college, career, and workplace skills.
- HM.10 The student will explore and describe ways in which innovative media, tools, and processes are influencing music.
- HM.11 The student will explain relationships of music to the other fine arts and other fields of knowledge.

### **Technique and Application**

- HM.12 The student will use a variety of analog and digital notations (e.g. standard notation, lead sheets, tablature, piano roll).
  - a) Notate original musical ideas.
  - b) Identify symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- HM.13 The student will perform a variety of music.
  - a) Sing or play with increased technical proficiency.
  - b) Use indicated dynamics, phrasing, and other elements of music.
  - c) Evaluate and apply performance practices.
- HM.14 The student will perform a varied repertoire of music representative of diverse styles, forms, and cultures.
- HM.15 The student will read, count, and perform rhythmic patterns.
  - a) Use a counting system.
  - b) Include patterns that suggest duple and triple meter.
  - c) Use instruments, body percussion, and voice.
  - d) Include complex rhythms and syncopation.
- HM.16 The student will create movement to express elements of music and interpret expressive qualities of an original music composition.

## High School Music Theory

The standards for High School Music Theory integrate aspects of melody, harmony, rhythm, form, and composition. Emphasis is placed on reading, writing, and notating music, music terminology, analysis, composition, aural skills and sight-singing. Students recognize, describe, and apply the basic materials and processes of music through an integrated approach, which includes aural, written, creative, and analytical components. Students develop, draft, refine, and share music ideas. Students investigate career opportunities in music and identify connections between music and other fields of knowledge.

### Creative Process

- HMT.1 The student will demonstrate creative thinking by composing and arranging music.
- Compose or arrange a diatonic melody within given tonal or rhythmic structures.
  - Set a text to an original melody.
  - Harmonize a melody following the general rules of voice leading and tendency tones.
  - Refine a creative process that utilizes individual inquiry to produce examples of a finished musical artifact.
- HMT.2 The student will apply a creative process for music.
- Develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts.
  - Monitor individual progress with a level of refinement that reflects artistic musical goals.
  - Refine a portfolio of creative original work that includes examples of both creative process as well as finished products.

### Critical Thinking and Communication

- HMT.3 The student will analyze, interpret, and evaluate music.
- Apply accepted criteria for analyzing and evaluating works of music.
  - Apply accepted criteria for critiquing musical works of self and others.
  - Identify, define, and use both “Common Practice” and contemporary symbols for music analysis.
- HMT.4 The student will formulate and justify personal responses to music.
- Justify personal emotional and intellectual responses to works of music using music terminology.
  - Justify personal criteria used for evaluating works of music or critiquing musical performances.
- HMT.5 The student will evaluate and demonstrate collaboration skills and concert etiquette.
- Examine etiquette appropriate for various musical settings.
  - Exhibit active listening in music settings.
  - Demonstrate respect for the contributions of others in collaborative music experiences.

## History, Culture, and Citizenship

- HMT.6 The student will explore historical and cultural influences of music.
- Compare and contrast the musical styles of composers and the historical periods associated with the music literature being studied.
  - Analyze the characteristics of instrumental and vocal music from a variety of cultures.
- HMT.7 The student will analyze and evaluate opportunities for music performance and advocacy within the community.
- HMT.8 The student will assess and apply legal and ethical standards related to intellectual property in music research, performance, arranging, composition, and sharing.

## Innovation in the Arts

- HMT.9 The student will investigate career pathways in the music field, and discuss opportunities to be a lifelong learner of music.
- HMT.10 The student will analyze how emerging technologies and innovative media, tools, and processes are influencing music.
- HMT.11 The student will analyze and explain relationships of music to the other fine arts and to other fields of knowledge.
- Explore cross-disciplinary connections of music with mathematical and scientific properties.
  - Explore principles of acoustics and the overtone series.
  - Explore the relationship of pitch to frequency of sound waves, amplitude to volume, and timbre to tone quality.

## Technique and Application

- HMT.12 The student will demonstrate understanding of the musical staff and pitch locations in keyboard and notation activities.
- Identify clefs, including treble, bass, and movable C-clefs.
  - Label pitches and octaves, both on the staff and on ledger lines.
  - Correlate pitch locations to placements on the keyboard.
  - Explain the symbols for accidentals.
  - Identify enharmonic equivalents.
- HMT.13 The student will identify and define common music symbols and terminology, including those associated with rhythm, melody, harmony, dynamics, texture, and form.
- Demonstrate understanding of rhythmic notation.
  - Explain *beat*, *rhythm*, and *tempo*.
  - Read, notate, and perform (using a counting system) rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests, grouplets, beamed notes, ties, and dots.
  - Transcribe simple rhythmic patterns from aural examples.

- e) Identify and explain anacrusis, syncopation, and hemiola.
- HMT.14 The student will demonstrate understanding of *meter*.
- Define *measure*, *bar line*, and *time signature*.
  - Perform music in various meters, including, but not limited to  $\frac{4}{4}$ ,  $\frac{3}{4}$ ,  $\frac{2}{4}$ ,  $\frac{6}{8}$ ,  $\frac{2}{8}$ ,  $\frac{9}{8}$ ,  $\frac{12}{8}$ , and  $\frac{5}{8}$ .
- HMT.15 The student will demonstrate understanding of scales.
- Explain major, minor, pentatonic, and chromatic scales.
  - Notate and perform (using voice and/or instruments) ascending and descending major, minor, and chromatic scales using key signatures and accidentals.
  - Identify diatonic scale degrees by number and name (tonic, supertonic, mediant, subdominant, dominant, submediant, subtonic, leading-tone/subtonic).
- HMT.16 The student will demonstrate understanding of key signatures.
- Define *key signature*.
  - Identify the order of sharps and flats in key signatures.
  - Explain relative and parallel major-minor key relationships.
  - Explain the circle of fifths.
  - Write major and minor key signatures in treble, bass, alto, and tenor clefs.
  - Transpose music into other keys.
- HMT.17 The student will demonstrate understanding of diatonic and chromatic intervals.
- Define *interval* as the distance between two pitches.
  - Explain the interval of a half-step (m2) and a whole-step (M2).
  - Explain and notate intervals with quantitative and qualitative terminology.
  - Define *consonance* and *dissonance*.
  - Identify and explain harmonic and melodic intervals.
  - Identify and explain simple and compound intervals.
  - Identify and explain tetrachord patterns.
- HMT.18 The student will demonstrate understanding of triadic structure.
- Identify root, third, and fifth of a chord.
  - Define *tertian harmony*.
  - Explain triads and seventh chords by quality.
  - Compare and contrast the qualities of chords in major and minor keys.
  - Explain and notate root-position, first-inversion, and second-inversion triads.
  - Explain and notate the figured bass system using uppercase and lowercase Roman numerals and chord abbreviations to designate diatonic triad qualities.
  - Explain and notate chord symbols.

- h) Analyze chord progressions from classical and popular musical scores.
- i) Recognize and explain types and uses of non-chord tones.

HMT.19 The student will demonstrate aural skills.

- a) Sight-sing melodies in major and minor keys.
- b) Perform rhythmic patterns in simple, compound, and complex/asymmetrical meters.
- c) Take dictation of melodies and rhythms from aural examples.
- d) Take dictation of diatonic harmonies and cadences from aural examples.
- e) Aurally identify harmonic and melodic intervals.
- f) Aurally identify simple and compound intervals.
- g) Aurally identify scale and chord qualities.
- h) Aurally identify consonance and dissonance.
- i) Sing simple intervals.

## High School Instrumental Music, Beginning Level

The standards for High School Instrumental Music, Beginning Level enable students to begin receiving instruction on wind, percussion, or string instruments of their choice with guidance from the music teacher. Instruction may begin at any high school grade level. Students identify parts of the instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, embouchure (if applicable), and tone production. Students apply emerging music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. They describe career options in music and investigate how innovative tools and new media impact the music field. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

### Creative Process

- HIB.1 The student will use music composition as a means of creative expression.
- Compose a four-measure rhythmic-melodic variation.
  - Improvise simple rhythmic and melodic examples in call-and-response styles.
  - Create, write, and perform rhythmic and melodic variations of four-measure selections taken from, but not limited to, songs, exercises, or etudes.
- HIB.2 The student will apply a creative process for music.
- Identify and explore steps of a creative process.
  - Define, identify, organize, and document ideas, investigations, and research of music ideas and concepts.
  - Monitor individual practice through the use of practice records or journals that identify specific musical goals.

### Critical Thinking and Communication

- HIB.3 The student will analyze, interpret, and evaluate music.
- Propose a definition of *music* and support that definition.
  - Describe and interpret diverse works of music using inquiry skills and music terminology.
  - Describe accepted criteria used for evaluating works of music.
  - Describe performances of music using music terminology.
  - Describe accepted criteria used for critiquing musical performances of self and others.
- HIB.4 The student will formulate and justify personal responses to music.
- Identify reasons for preferences among works of music using music terminology.
  - Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.
- HIB.5 The student will demonstrate collaboration and communication skills for music.
- Participate in curricular and co-curricular school performances, and in local, district, or regional events as appropriate to level, ability, and interest.

- b) Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- c) Describe and demonstrate active listening skills as an audience member.

### **History, Culture, and Citizenship**

- HIB.6 The student will explore historical and cultural influences of music.
- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  - b) Describe the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music.
- HIB.7 The student will identify ways to engage the school community in a music performance.
- HIB.8 The student will describe ethical standards as applied to the use of intellectual property.

### **Innovation in the Arts**

- HIB.9 The student will describe career options in music and discuss the future of music-related careers.
- HIB.10 The student will describe ways in which innovative tools and media influence the development of instruments, instrumental music, and instrumental music styles.
- HIB.11 The student will describe relationships of instrumental music to the other fine arts and other fields of knowledge.

### **Technique and Application**

- HIB.12 The student will demonstrate music literacy.
- a) Identify, define, and use basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
  - b) Notate student-created compositions using standard notation.
  - c) Sing selected lines from music being studied.
  - d) Echo, read, count (using a counting system), and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations.
  - e) Identify, read, and perform music in simple and compound meters ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C,  $\frac{6}{8}$ ).
  - f) Identify and perform music written in binary, ternary, and theme-and-variations forms.
  - g) Define and identify music terminology found in the music literature being studied.
  - h) Perform music of varying styles and levels of difficulty.
  - i) Sight-read music of varying styles and levels of difficulty.
  - j) Guitar student— use standard and instrument specific notation; read basic rhythm guitar using first position chords.
- HIB.13 The student will read, notate, and perform scales.

- a) Identify and demonstrate half-step and whole-step patterns.
  - b) Identify and notate key signatures of scales and literature being performed.
  - c) Wind/mallet student—concert C, F, B-flat, E-flat, A-flat, and G major scales; G minor scale; a chromatic scale.
  - d) Orchestral string student—one-octave ascending and descending C, F, G, and D major scales and D harmonic minor scale.
  - e) Guitar student—read, analyze, notate, and perform scales and chords. One-octave ascending and descending major, natural and harmonic scales up to three sharps/one flat. A chromatic scale and one form of the moveable, one-octave pentatonic scale. Open position chords and power chords with roots on the sixth and fifth strings. A I-IV-V7 chord progression in the keys of C, G, D, and A major, and A and E minor. 12-bar blues in a variety of keys.
- HIB.14 The student will demonstrate preparatory instrumental basics and playing procedures.
- a) Identify and select an appropriate instrument.
  - b) Identify parts of the instrument.
  - c) Identify procedures for care of the instrument.
  - d) Identify proper playing posture and instrument position.
  - e) Guitar student—demonstrate the ability to change a guitar string.
- HIB.15 The student will demonstrate proper instrumental techniques.
- a) Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.
  - b) Match pitches and begin to make adjustments to facilitate correct intonation.
  - c) Produce tones that are clear, free of tension, and sustained.
  - d) Wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent).
  - e) Orchestral string student—proper bow placement, weight, angle, and speed; contrasting articulations (pizzicato, legato, staccato, détaché, two-note slurs).
  - f) Percussion student—stick control, appropriate grip, and performance of beginning roll, diddle, flam and drag rudiments; multiple bounce roll; playing techniques on mallet and auxiliary instruments.
  - g) Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicio, medio, anular [pima]); and left-hand techniques (first position, finger technique).
- HIB.16 The student will demonstrate musicianship and ensemble skills.
- a) Identify the characteristic sound of the instrument being studied.
  - b) Balance instrumental timbres.
  - c) Make adjustments to facilitate correct intonation.
  - d) Match dynamic levels and playing style.
  - e) Respond to conducting patterns and gestures.



- f) Maintain a steady beat at various tempos in the music literature being studied.
- g) Use articulations, dynamic contrasts, and phrasing as means of expression.

## High School Instrumental Music, Intermediate Level

The standards for High School Instrumental Music, Intermediate Level enable students to continue to develop musicianship and music literacy. Students identify and document steps of a creative process to develop original music. Music literacy skills are emphasized as students read, notate, and perform music. Students develop more advanced technical skills and improve ensemble skills as they collaborate with others to create and recreate music in ensemble settings. They respond to, describe, interpret, evaluate, perform, and sight-read music from a variety of musical styles, composers, cultural influences, and historical periods. Students compare and contrast career options in music and make connections between music and other fields of knowledge. Opportunities are provided for students to participate in local, district, regional, and state music events as appropriate to level, ability, and interest.

### Creative Process

- HII.1 The student will use music composition as a means of creative expression.
- a) Compose an eight-measure rhythmic-melodic variation.
  - b) Create and perform simple rhythmic and melodic examples using call-and-response and basic improvisation.
  - c) Compose, improvise, and perform rhythmic and melodic variations of eight- to twelve-measure excerpts based upon original ideas or musical works.
- HII.2 The student will apply a creative process for music.
- a) Identify and document the steps of a creative process to develop original music arrangements, compositions, or improvisations.
  - b) Monitor individual practice with a level of refinement that reflects specific musical goals.

### Critical Thinking and Communication

- HII.3 The student will analyze, interpret, and evaluate music.
- a) Interpret works of music using inquiry skills and music terminology.
  - b) Apply accepted criteria for analyzing and evaluating works of music.
  - c) Describe performances of music using music terminology.
  - d) Apply accepted criteria for critiquing musical performances of self and others.
- HII.4 The student will formulate and justify personal responses to music.
- a) Describe personal emotional and intellectual responses to works of music using music terminology.
  - b) Analyze ways in which music can evoke emotion and be persuasive.
- HII.5 The student will demonstrate collaboration and communication skills for music.
- a) Participate in curricular and co-curricular ensembles, performances, and events at school, and in community, county, district, regional, state, and national events.
  - b) Describe and apply rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
  - c) Apply active listening skills as an audience member.

### History, Culture, and Citizenship

- HII.6 The student will explore historical and cultural influences of music.
- Describe the cultural influences, musical styles, composers, and historical periods.
  - Compare and contrast diverse musical styles using music terminology.
  - Compare and contrast the functions of instrumental music in a variety of cultures and communities.
- HII.7 The student will describe how musicians, consumers of music, and music advocates impact the community.
- HII.8 The student will apply ethical standards to the use of intellectual property.

### Innovation in the Arts

- HII.9 The student will compare and contrast career options in music.
- HII.10 The student will explore a variety of innovative media, tools, and processes to create, edit, present, and/or understand new works of music.
- HII.11 The student will make cross-curricular connections to explore how music works together with other disciplines to develop innovative solutions to problems.

### Technique and Application

- HII.12 The student will demonstrate music literacy.
- Identify, define, and apply standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
  - Notate student-created compositions using standard notation.
  - Sing similar and contrasting parts from the music being studied.
  - Echo, read, count (using a counting system), and perform rhythms and rhythmic patterns, including sixteenth notes, dotted eighth notes, quarter-note triplets, half-note triplets, and corresponding rests.
  - Identify, read, compare, contrast, and perform music in  $\frac{3}{8}$ ,  $\frac{5}{8}$ ,  $\frac{5}{4}$ ,  $\frac{6}{4}$ , and  $\frac{2}{2}$  (alla breve or cut time) meters.
  - Identify, compare, contrast, and perform music written in sonata, theme-and-variation, and compound binary forms.
  - Define and apply music terminology found in the music literature being studied.
  - Read and interpret standard music notation while performing music of varying styles and levels of difficulty.
  - Sight-read music of varying styles and levels of difficulty.
  - Guitar student—read basic rhythm guitar using first position and bar chords. Read and interpret guitar tablature.
- HII.13 The student will read, notate, and perform scales.
- Identify and notate key signatures of scales and literature being performed.

- b) Wind/mallet student—concert major scales up to 5 flats and 5 sharps; minor scales up to 3 flats and 1 sharp; a chromatic scale in eighth notes with M.M. quarter note= 100.
- c) Orchestral string student—two-octave scales up to three flats and three sharps, up to 2 sharps relative minor, in eighth notes with M.M. quarter note = 100.
- d) Guitar student—scales and chords in root position and in inversions. One-octave major, natural minor, and harmonic minor scales up to four sharps/two flats. Chromatic scales up to the 12th fret. One form of the movable, two-octave blues scale. First position and barre chords using eight basic forms: E, E7, Em, Em7, A, A7, Am, Am7. Power chords with roots on the sixth and fifth strings through 10th position. A I-IV-V7 chord progression in the keys of C, G, D, A, E and F major and A and E minor. 12-bar blues progression in a variety of keys.

HIII.14 The student will demonstrate preparatory instrumental basics and playing procedures.

- a) Demonstrate procedures for care and basic maintenance of the instrument.
- b) Identify and repair minor problems of the instrument.
- c) Demonstrate procedures for basic tuning of the instrument, with and without an electronic tuner.
- d) Describe and demonstrate proper posture, instrument position, and hand positions.
- e) Percussion student—describe and demonstrate stick grip for snare drum and mallets; basic tuning of timpani; setup of timpani, mallet instruments, and auxiliary instruments.
- f) Guitar student—demonstrate correct left hand position and finger placement, and right hand strumming position with thumb and pick.

HIII.15 The student will demonstrate proper instrumental techniques.

- a) Adjust and control intonation while playing.
- b) Produce characteristic tones that are clear, free of tension, sustained, and unwavering in pitch.
- c) Wind student—proper breathing techniques and consistent embouchure; contrasting articulations (marcato, sforzando, forte-piano, tenuto).
- d) Orchestral string student—proper bow placement, weight, angle, and speed; contrasting articulations (accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando, martelé, spiccato), and shifting.
- e) Percussion student— stick control and continued performance of roll, diddle, flam, and drag rudiments with increasing difficulty; open-close-open on snare drum; single stroke roll; playing techniques on timpani, mallet and auxiliary instruments.
- f) Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicio, medio, anular [pima]); and left-hand techniques (first position, finger technique, barre techniques).

HIII.16 The student will demonstrate and describe musicianship and ensemble skills.

- a) Balance and blend instrumental timbres.

- b) Make adjustments to facilitate correct intonation.
- c) Match dynamic levels and playing style.
- d) Respond to conducting patterns and gestures.
- e) Maintain a steady beat at various tempos in the music literature being studied.
- f) Apply articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.

## High School Instrumental Music, Advanced Level

The standards for High School Instrumental Music, Advanced Level enable students to acquire and refine advanced technical and expressive skills in order to demonstrate a variety of musical elements of greater complexity and challenge. Students extend their knowledge of instrument-specific techniques while expanding their vocabulary of scales, arpeggios, and rudiments in increasingly complex rhythmic patterns. Students continue to use a creative process to create personal arrangements and compositions. Students discuss and evaluate characteristics of personal performances and compositions, as well as the works of others. Students research career options in music and the variety of careers that involve skills learned in music. They investigate connections with other disciplines, and analyze the cultural influences, styles, composers, and historical periods associated with the music literature being studied. Opportunities are provided for students to participate in local, district, regional, state, and national events.

### Creative Process

- HIAD.1 The student will use music composition as a means of creative expression.
- Compose a rhythmic-melodic variation.
  - Improvise a melody to a I-IV-V(V<sup>7</sup>)-I chord progression.
  - Arrange or compose accompanying harmonies and/or counter melodies to a given melody.
  - Create, improvise, and perform rhythmic and melodic examples to a I-IV-V(V<sup>7</sup>)-I chord progression using call-and-response and improvisation.
  - Perform accompanying harmonies and/or counter melodies to a given melody.
- HIAD.2 The student will apply a creative process for music.
- Develop and share a creative process through original music arrangements and productions.
  - Monitor individual practice with a level of refinement that reflects advanced musical goals.

### Critical Thinking and Communication

- HIAD.3 The student will analyze, interpret, and evaluate music.
- Apply accepted criteria for analyzing and evaluating works of music.
  - Assess performances of music using music terminology.
  - Apply accepted criteria for critiquing musical performances of self and others.
- HIAD.4 The student will formulate and justify personal responses to music.
- Analyze and explain personal emotional and intellectual responses to works of music using music terminology.
  - Analyze personal criteria used for evaluating works of music or critiquing musical performances.
- HIAD.5 The student will demonstrate collaboration and communication skills for music.
- Participate in curricular and co-curricular ensembles, performances, and events at school, and in community, county, district, regional, state, and national events.

- b) Participate in rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- c) Consistently demonstrate exemplary concert etiquette as an active listener.

### **History, Culture, and Citizenship**

- HIAD.6 The student will explore historical and cultural influences of music.
- a) Analyze the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  - b) Compare and contrast a variety of musical periods and styles using music terminology.
  - c) Analyze the characteristics of instrumental music from a variety of cultures.
- HIAD.7 The student will describe opportunities for music performance and advocacy within the community.
- HIAD.8 The student will research the use and misuse of ethical standards as applied to intellectual property.

### **Innovation in the Arts**

- HIAD.9 The student will research career options in music and a variety of careers that involve skills learned in music.
- HIAD.10 The student will analyze how innovative media, tools, and processes are influencing instrumental music.
- HIAD.11 The student will investigate cross-disciplinary connections to identify how music works with other disciplines to develop innovative solutions to inquiry-based problems.

### **Technique and Application**

- HIAD.12 The student will demonstrate music literacy.
- a) Identify, define, and apply advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
  - b) Notate student-created compositions using standard notation.
  - c) Sing assigned parts while others sing or play contrasting parts from the music being studied.
  - d) Read, analyze, count (using a counting system), perform, and compose varied rhythmic patterns in complex meters, demonstrating technical facility and precision.
  - e) Identify, compare, contrast, and perform music written in fugal and theme-and-variations forms.
  - f) Apply and differentiate music terminology found in the music literature being studied.
  - g) Sight-read music of varying styles and levels of difficulty.
- HIAD.13 The student will read, notate, and perform scales.
- a) Identify and notate all key signatures.

- b) Read, notate, and perform all ascending and descending major scales, major scales as well as select minor scales.
- c) Wind/mallet student—perform an ascending and descending chromatic scale.
- d) Guitar student— ascending and descending scales; major, natural minor, and harmonic minor scales of at least two octaves up to five sharps/three flats; chromatic scales up to the 12th fret; two forms of the movable blues scales. First position, barre chords, and movable jazz chords. A ii7-V7-I7 chord progression in a variety of keys. A 12-bar blues progression in a variety of keys.

HIAD.14 The student will demonstrate appropriate procedures for playing.

- a) Apply procedures for care and basic maintenance of the instrument.
- b) Describe and demonstrate the process for tuning the instrument.
- c) Identify and repair minor problems of the instrument.
- d) Analyze, describe, and demonstrate proper posture, instrument position, and hand positions.
- e) Wind student—analyze, describe, and demonstrate proper embouchure.

HIAD.15 The student will demonstrate and describe proper instrumental techniques.

- a) Adjust and perfect intonation while playing.
- b) Identify and produce tones that are characteristic of the instrument.
- c) Describe and demonstrate contrasting articulations in the music literature being studied.
- d) Identify and apply advanced techniques including but not limited to, right-hand and left-hand, mallet percussion, double-tonguing.

HIAD.16 The student will demonstrate, describe, and analyze musicianship and ensemble skills.

- a) Balance and blend instrumental timbres.
- b) Identify intonation problems within the ensemble and provide a solution.
- c) Make adjustments to facilitate correct intonation.
- d) Match dynamic levels and playing style.
- e) Respond to advanced conducting patterns and gestures.
- f) Demonstrate conducting patterns and gestures.
- g) Maintain a steady beat at various tempos and perform tempo changes in the music literature being studied.
- h) Use contrasting articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.



## High School Instrumental Music, Artist Level

The standards for High School Instrumental Music, Artist Level enable students to acquire and refine advanced technical and expressive skills in individual and ensemble performance. Through a mature level of musicianship, students demonstrate musical elements of greater complexity and perform music from a variety of cultural influences, composers, historical periods, styles, and genres. Students use critical thinking skills to critique personal performance as well as the performance of others. Students employ independent thinking to refine a portfolio of original work. Students communicate the role of music in a variety of contexts using critique, interpretation, and evaluation, and explore innovations of the art form for the next generation. Opportunities are provided for students to participate in local, district, regional, state, and national events.

### Creative Process

- HIAR.1 The student will use music composition as a means of creative expression.
- Refine a creative sequence that utilizes individual inquiry to produce examples of a finished musical artifact.
  - Compose a rhythmic-melodic variation.
  - Improvise a melody to a I-IV-V(V<sup>7</sup>)-I chord progression.
  - Arrange or compose accompanying harmonies and/or counter melodies to a given melody.
- HIAR.2 The student will apply a creative process for music.
- Refine a portfolio of creative original work that includes examples of both a creative process as well as finished products.
  - Monitor individual practice with a level of refinement that reflects artistic musical goals.

### Critical Thinking and Communication

- HIAR.3 The student will analyze, interpret, and evaluate music.
- Apply accepted criteria for analyzing and evaluating works of music.
  - Apply accepted criteria for critiquing musical performances of self and others.
- HIAR.4 The student will formulate and justify personal responses to music.
- Justify personal emotional and intellectual responses to works of music using music terminology.
  - Justify personal criteria used for evaluating works of music or critiquing musical performances.
- HIAR.5 The student will demonstrate collaboration and communication skills for music.
- Participate in curricular and co-curricular ensembles, performances, and events at school, and in community, county, district, regional, state, and national events.
  - Participate in rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
  - Model exemplary concert etiquette as an active listener.

## **History, Culture, and Citizenship**

- HIAR.6 The student will explore historical and cultural influences of music.
- a) Compare and contrast the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  - b) Assess musical periods and styles using music terminology.
  - c) Analyze the characteristics of instrumental music from a variety of cultures.
- HIAR.7 The student will analyze and evaluate opportunities for music performance and advocacy within the community.
- HIAR.8 The student will assess the use and misuse of ethical standards as applied to intellectual property.

## **Innovation in the Arts**

- HIAR.9 The student will investigate career pathways in the music field, and discuss opportunities to be a lifelong learner of music.
- HIAR.10 The student will evaluate the influence of emerging technologies and innovative media, tools, and processes on instrumental music.
- HIAR.11 The student will analyze and explain how music works together with other disciplines to develop innovative solutions to problems.

## **Technique and Application**

- HIAR.12 The student will demonstrate music literacy.
- a) Identify, define, and apply advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
  - b) Notate student-created compositions using standard notation using contemporary technology.
  - c) Sing assigned parts while others sing or play contrasting parts.
  - d) Read, analyze, count (using a counting system), perform, and compose advanced rhythmic patterns in complex meters, demonstrating technical facility and precision.
  - e) Identify, explain, and apply music terminology found in the music literature being studied.
  - f) Read and interpret standard music notation while performing music of varying styles and levels of difficulty.
  - g) Create and perform rhythmic and melodic examples in sonata-allegro form.
  - h) Sight-read music of varying styles and levels of difficulty.
- HIAR.13 The student will read, notate, and perform scales.
- a) Identify and notate all key signatures.
  - b) Read, notate, and perform all ascending and descending major scales, as well as selected minor scales and tonic arpeggios.
  - c) Wind/mallet student—perform an ascending and descending chromatic scale.

- d) Guitar student—ascending and descending scales; major, natural minor, harmonic minor, and melodic minor scales that cover the range of the instrument; chromatic scales up to the 19th fret. Dorian, Phrygian, and Mixolydian modes in all positions. Major 7, Dominant 9, Dominant 13, Minor 7 (b5), diminished and substitute chords. Chords in root position and in inversions. Chord progression in a variety of jazz and blues standards. Utilize correct finger patterns in performing scales and repertoire in all major and minor keys. Perform moveable scale and mode patterns from memory.

HIAR.14 The student will demonstrate preparatory procedures for playing.

- a) Apply procedures for care and maintenance of the instrument.
- b) Describing and demonstrate the process for tuning the instrument.
- c) Identify and repair minor problems of the instrument.
- d) Analyze, describe, and demonstrate proper posture, instrument position, and hand positions.
- e) Wind student—analyze, describe, and demonstrate proper embouchure.

HIAR.15 The student will demonstrate and describe proper instrumental techniques.

- a) Consistently adjust and perfect intonation.
- b) Produce characteristic sound and tone quality.
- c) Describe and demonstrate contrasting articulations in the music literature being studied.
- d) Use advanced techniques with fluency and expression, including but not limited to, right-hand and left-hand, mallet percussion, double-tonguing.

HIAR.16 The student will demonstrate, describe, and analyze musicianship and ensemble skills.

- a) Balance and blend instrumental timbres.
- b) Make adjustments to facilitate correct intonation as an ensemble member and soloist.
- c) Match dynamic levels and playing style.
- d) Respond to advanced conducting patterns and gestures.
- e) Demonstrate conducting patterns and gestures.
- f) Maintain a steady beat at various tempos and perform tempo changes in the music literature being studied.
- g) Describe and demonstrate the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.

## High School Choral Music, Beginning Level

The standards for High School Choral Music, Beginning Level enable students to obtain musical knowledge and skills in a choral setting. Students learn to read, write, and notate music using basic music theory concepts and perform music from a variety of music styles, composers, cultural influences, and historical periods. They begin to develop choral skills, including singing in unison and two-part harmony, with emphasis on vocal production techniques and ensemble performance. Students apply emerging music skills to create and notate original work. Students explore choral music as a means of expression and communication and examine opportunities for engaging in music beyond the classroom. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills and develop an understanding of appropriate etiquette as a performer and as an audience member. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

### Creative Process

- HCB.1 The student will use music composition as a means of creative expression.
- Compose a four-measure rhythmic-melodic variation.
  - Improvise simple rhythmic and melodic examples in call-and-response styles.
  - Create, write and perform rhythmic and melodic variations of four-measure selections taken from but not limited to songs, exercises, or etudes.
- HCB.2 The student will identify and apply steps of a creative process.
- Develop, draft, and share choral music ideas.
  - Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback.
  - Independently identify and examine inquiry-based questions related to choral music.

### Critical Thinking and Communication

- HCB.3 The student will analyze, interpret, and evaluate choral music.
- Describe the social cultural and historical context of music.
  - Describe works of music using inquiry skills and music terminology.
  - Examine accepted criteria used for evaluating works of music.
  - Describe performances of music using music terminology.
  - Examine accepted criteria used for critiquing musical performances.
- HCB.4 The student will formulate and justify personal responses to music.
- Describe personal criteria used for determining the quality of a work of music or importance of a musical style.
  - Explain preferences for different works of music using music terminology.
  - Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.
- HCB.5 The student will identify and demonstrate collaboration skills and concert etiquette as a performer.

- a) Participate in a variety of performances.
- b) Cooperate and collaborate as a singer in a rehearsal.
- c) Demonstrate active listening in rehearsal, performance, and as an audience member.

### **History, Culture, and Citizenship**

- HC.B.6 The student will explore historical and cultural influences of music.
- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  - b) Identify ways in which culture influences the development of choral music and vocal styles.
- HC.B.7 The student will identify the value of musical performance to the school community.
- HC.B.8 The student will describe ethical standards as applied to the use of intellectual property.

### **Innovation in the Arts**

- HC.B.9 The student will identify career options in music and discuss the future of music-related careers.
- HC.B.10 The student will describe ways in which innovative tools and media influence the development of vocal music and choral styles.
- HC.B.11 The student will describe relationships of vocal music to the other fine arts and other fields of knowledge.

### **Technique and Application**

- HC.B.12 The student will demonstrate music literacy.
- a) Identify the components of a vocal score.
  - b) Read and count rhythmic patterns.
  - c) Identify the function of accidentals.
  - d) Define the rules for identifying key signatures.
  - e) Sight-sing eight-measure, stepwise melodic patterns using scale degrees 1 through 5 of a major scale, with appropriate solmization.
  - f) Define the rules for identifying time signatures in duple and triple meters.
  - g) Demonstrate basic conducting patterns.
  - h) Identify dynamic markings, including *pp*, *p*, *mp*, *mf*, *f*, *ff*, crescendo, and decrescendo.
  - i) Identify tempo markings, including presto, allegro, andante, adagio, rallentando, ritardando, and accelerando.
  - j) Identify fermata, repeat sign, da capo, dal segno, coda, and fine.
  - k) Notate student-created compositions using standard notation.
- HC.B.13 The student will demonstrate aural skills.
- a) Recognize and demonstrate diatonic intervals (M2, M3, P4, P5, octave).

- b) Distinguish major and minor tonalities.
- c) Identify similar and contrasting musical phrases and sections.
- d) Differentiate melodic and harmonic patterns.
- e) Write simple four-measure rhythmic phrases from dictation.

HC.B.14

The student will demonstrate vocal techniques and choral skills.

- a) Use proper posture and breathing techniques for choral singing that support vocal production.
- b) Identify components of the vocal anatomy and vocal health.
- c) Develop vocal agility and range by singing appropriate vocal exercises.
- d) Demonstrate proper diction (e.g., pure vowel sounds, diphthongs, consonants).
- e) Blend with other singers on the same vocal part using correct intonation.
- f) Sing an assigned vocal part in an ensemble.
- g) Sing music literature with and without accompaniment in at least one language other than English.
- h) Exhibit audition skills.

HC.B.15

The student will identify and demonstrate expressive qualities of choral music.

- a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.
- b) Respond to basic conducting patterns and interpretive gestures.
- c) Use facial and physical expressions that reflect the mood and style of the music.

HC.B.16

The student will respond to music with movement by performing non-choreographed and choreographed movements.

## High School Choral Music, Intermediate Level

The standards for High School Choral Music, Intermediate Level enable students to build upon the skills and knowledge acquired at the beginning level. Students continue the development of vocal production techniques and ensemble participation, and perform music from a variety of music styles, composers, cultural influences, and historical periods. Students continue to develop and refine personal choral music ideas. Students explore choral music as a means of expression and communication. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills and develop an understanding of appropriate etiquette as a performer and as an audience member. Students compare and contrast career options in music and make cross-curricular connections to explore how music works together with other disciplines to develop innovative solutions to problems. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

### Creative Process

- HCI.1 The student will use music composition as a means of creative expression.
- Compose an eight-measure rhythmic-melodic variation.
  - Create and perform simple rhythmic and melodic examples using call-and-response and basic improvisation.
  - Compose, improvise and perform rhythmic and melodic variations of eight- to twelve-measure excerpts based upon original ideas or musical works.
- HCI.2 The student will apply steps of a creative process.
- Develop, improvise, draft, refine, and share choral music ideas.
  - Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance.
  - Research and document findings of inquiry related to choral music.

### Critical Thinking and Communication

- HCI.3 The student will analyze, interpret, and evaluate choral music.
- Describe social, cultural and historical context of works of music.
  - Interpret works of music using inquiry skills and music terminology.
  - Apply accepted criteria for evaluating works of music.
  - Apply accepted criteria for critiquing music performances.
- HCI.4 The student will formulate and justify personal responses to music.
- Describe personal emotional and intellectual responses to works of music using music terminology.
  - Analyze ways in which music can evoke emotion and be persuasive.
- HCI.5 The student will describe and demonstrate collaboration skills and concert etiquette as a performer.
- Participate in a variety of performances and other music activities.
  - Cooperate and collaborate as a singer in rehearsal.

- c) Apply active listening in rehearsal and performance.

### **History, Culture, and Citizenship**

- HCI.6 The student will explore historical and cultural influences of music.
- a) Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  - b) Compare and contrast a variety of musical periods and styles.
- HCI.7 The student will describe how musicians, consumers of music, and music advocates impact the community.
- HCI.8 The student will apply ethical standards to the use of intellectual property.

### **Innovation in the Arts**

- HBI.9 The student will compare and contrast career options in music.
- HCI.10 The student will explore a variety of innovative media, tools, and processes to create, edit, present, and/or understand new works of music.
- HCI.11 The student will make cross-curricular connections to explore how music works together with other disciplines to develop innovative solutions to problems.

### **Technique and Application**

- HCI.12 The student will demonstrate music literacy.
- a) Identify the components of a vocal score.
  - b) Read and count rhythmic patterns.
  - c) Apply the rules for identifying key signatures.
  - d) Sight-sing eight-measure, diatonic melodic patterns in two parts using stepwise and tonic triad skips with appropriate solmization.
  - e) Sing major and minor scales using appropriate solmization.
  - f) Demonstrate basic conducting patterns in duple meter.
  - g) Write four-measure melodic phrases from dictation.
  - h) Demonstrate understanding of the grand staff.
  - i) Notate student-created compositions using standard notation.
- HCI.13 The student will demonstrate aural skills.
- a) Recognize and demonstrate diatonic intervals (m2, m3, M6, m7).
  - b) Identify ascending and descending half-step and whole-step intervals.
  - c) Identify and explain simple musical forms.
  - d) Write eight-measure rhythmic phrases.
  - e) Write four-measure melodic phrases from dictation.
  - f) Identify *a cappella* vs. accompanied singing.
- HCI.14 The student will demonstrate vocal techniques and choral skills.



- a) Consistently use proper posture and breathing techniques that support vocal production.
- b) Investigate components of the vocal anatomy and vocal health.
- c) Demonstrate the difference between head voice and chest voice.
- d) Strengthen vocal independence, agility, and range by singing appropriate vocal exercises.
- e) Consistently use proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).
- f) Blend with other singers across sections using correct intonation.
- g) Sing an assigned vocal part in simple harmony or in ensemble.
- h) Sing music literature with and without accompaniment in at least one language other than English.
- i) Exhibit audition skills.

HCI.15

The student will identify and demonstrate expressive qualities of choral music.

- a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.
- b) Respond to a wide range of conducting patterns and interpretative gestures.
- c) Consistently use facial and physical expressions that reflect the mood and style of the music.

HCI.16

The student will respond to music with movement by applying various styles of choreography to different musical compositions.

## High School Choral Music, Advanced Level

The standards for High School Choral Music, Advanced Level enable students to build upon the skills and knowledge acquired at the intermediate level. As students perform choral works and sight-read music, they expand their performance abilities and creativity. Students continue to use a creative process to develop, compose, and refine personal choral music ideas, and to document research, inquiry, and analysis of a focused choral music topic of personal interest. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills. Students research career options in music and the variety of careers that involve skills learned in music. They investigate cross-disciplinary connections to identify how music works with other disciplines to develop innovative solutions to inquiry-based problems. Opportunities are provided for students to participate in local, district, regional, and state events as appropriate to level, ability, and interest.

### Creative Process

- HCAD.1      The student will use music composition as a means of creative expression.
- a) Compose a rhythmic-melodic variation.
  - b) Improvise a melody to a I-IV-V(V<sup>7</sup>)-I chord progression.
  - c) Arrange or compose accompanying harmonies and/or counter melodies to a given melody.
  - d) Create, improvise, and perform rhythmic and melodic examples to a I-IV-V(V<sup>7</sup>)-I chord progression using call-and-response and improvisation.
  - e) Perform accompanying harmonies and/or counter melodies to a given melody.
  - f) Create movement individually or collaboratively.
- HCAD.2      The student will apply steps of a creative process.
- a) Develop, compose, improvise, draft, refine, and share choral music ideas.
  - b) Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance.
  - c) Document research, inquiry, and analysis of a focused choral music topic of personal interest.
  - d) Develop a portfolio that demonstrates growth and learning of choral music ideas and skills.

### Critical Thinking and Communication

- HCAD.3      The student will analyze, interpret, and evaluate choral music.
- a) Compare and contrast styles of choral music using music terminology.
  - b) Evaluate works of music using accepted criteria.
  - c) Compare and contrast music performances.
  - d) Critique music performances of self and others using critical-thinking skills.
- HCAD.4      The student will formulate and justify personal responses to music.
- a) Analyze and explain personal emotional and intellectual responses to works of music using music terminology.

- b) Analyze personal criteria used for evaluating works of music or critiquing musical performances.

HCAD.5 The student will analyze and demonstrate collaboration skills and concert etiquette as a performer.

- a) Participate in a variety of performances and other music activities.
- b) Cooperate and collaborate as a singer in a rehearsal.
- c) Demonstrate respect to student leaders within the choral ensemble.
- d) Apply active listening in rehearsal and performance.

### **History, Culture, and Citizenship**

HCAD.6 The student will explore historical and cultural influences of music.

- a) Analyze the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
- b) Compare and contrast a variety of musical periods and styles using music terminology.
- c) Analyze the characteristics of vocal/choral music from a variety of cultures.

HCAD.7 The student will examine opportunities for music performance and advocacy within the community.

HCAD.8 The student will research the use and misuse of ethical standards as applied to intellectual property.

### **Innovation in the Arts**

HCAD.9 The student will research career options in music and a variety of careers that involve skills learned in music.

HCAD.10 The student will explore innovative tools for connecting with communities of musicians.

HCAD.11 The student will investigate cross-disciplinary connections to identify how music works with other disciplines to develop innovative solutions to inquiry-based problems.

### **Technique and Application**

HCAD.12 The student will demonstrate music literacy.

- a) Identify components of vocal scores.
- b) Read, count, and interpret complex rhythmic patterns.
- c) Identify major key signatures.
- d) Sight-sing eight-measure diatonic melodic patterns in multiple parts using steps and diatonic skips with appropriate solmization.
- e) Sing major and minor scales independently using appropriate solmization.
- f) Demonstrate basic conducting patterns including triple meter.
- g) Notate student-created compositions using standard notation.

HCAD.13 The student will demonstrate aural skills.

- a) Recognize and demonstrate all diatonic intervals.

- b) Write eight-measure rhythmic and melodic phrases of increasing difficulty from dictation.
- c) Write eight-measure melodic phrases from dictation.
- d) Identify and explain complex musical forms.
- e) Identify a variety of musical styles.

HCAD.14 The student will demonstrate vocal techniques and choral skills.

- a) Model proper posture and breathing techniques that support proper vocal production.
- b) Identify the effects of physiological changes and external influences on the voice.
- c) Integrate principles of vocal health while singing.
- d) Increase breath control through strength and endurance exercises.
- e) Increase vocal agility and range by singing appropriate vocal exercises, including use of head and chest voices.
- f) Adjust intonation for balance and blend.
- g) Sing an assigned vocal part in complex harmony.
- h) Consistently apply proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).
- i) Sing music literature with and without accompaniment in at least two languages other than English.
- j) Exhibit audition skills.

HCAD.15 The student will identify and demonstrate expressive qualities of choral music.

- a) Interpreting the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.
- b) Perform complex rhythmic patterns.
- c) Respond to interpretive gestures and advanced conducting patterns in multiple meters.
- d) Consistently use facial and physical expressions that reflect the mood and style of the music.

HCAD.16 The student will use choreography as a form of expression and communication.

## High School Choral Music, Artist Level

The standards for High School Choral Music, Artist Level enable students to refine advanced technical and expressive skills in individual and ensemble performance. Through a mature level of musicianship, students demonstrate musical elements of greater complexity and perform music from a variety of cultural influences, composers, historical periods, styles, and genres. In-depth experience in solo and/or ensemble singing and the use of foreign languages assist in preparing the student for future musical and vocal development. Students use critical thinking skills to critique personal performance as well as the performance of others. The understanding of a creative process is realized as students document growth, skill development, and learning in the development of an individual musical repertoire that includes documentation of a creative process as well as final products. Students communicate the role of music in a variety of contexts using critique, interpretation, and evaluation, and explore the innovations of the art form for the next generation. Increasing awareness of the interrelation among music, the other fine arts, and other disciplines is emphasized. Students investigate career pathways in music and analyze how music works together with other disciplines to develop innovative solutions to problems. Opportunities are provided for students to participate in local, district, regional, state, and national events.

### Creative Process

- HCAR.1 The student will use music composition as a means of creative expression.
- Refine a creative sequence that utilizes individual inquiry to produce examples of a finished musical artifact.
  - Compose a rhythmic-melodic variation.
  - Improvise a melody to a I-IV-V(V<sup>7</sup>)-I chord progression.
  - Arrange or compose accompanying harmonies and/or counter melodies to a given melody.
  - The student will improvise movement individually or collaboratively.
- HCAR.2 The student will apply steps of a creative process.
- Develop, compose, improvise, draft, refine, and share choral music ideas in a variety of contexts.
  - Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance.
  - Analyze research of a focused choral music topic of personal interest.
  - Document growth, skill development, and learning in the development of an individual musical repertoire that includes documentation of a creative process as well as final products.

### Critical Thinking and Communication

- HCAR.3 The student will analyze, interpret, and evaluate choral music.
- Formulate criteria to be used for critiquing musical performances.
  - Apply formulated criteria for critiquing musical performances of self and others.
- HCAR.4 The student will formulate and justify personal responses to music.
- Justify personal emotional and intellectual responses to works of music using music terminology.

- b) Justify personal criteria used for evaluating works of music.
- HCAR.5 The student will evaluate and demonstrate collaboration skills and concert etiquette as a performer.
- a) Participate in a variety of performances and other music activities.
  - b) Demonstrate respect to student leaders within the choral ensemble.
  - c) Fulfill leadership roles (e.g., section leader, student conductor, accompanist, choir officer, choir librarian, peer mentor).
  - d) Model active listening in rehearsal and performance.

### **History, Culture, and Citizenship**

- HCAR.6 The student will explore historical and cultural influences of music.
- a) Compare and contrast the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  - b) Assess musical periods and styles.
  - c) Analyze the characteristics of vocal/choral music from a variety of cultures.
- HCAR.7 The student will analyze and evaluate opportunities for music performance and advocacy within the community.
- HCAR.8 The student will assess the use and misuse of ethical standards as applied to intellectual property.

### **Innovation in the Arts**

- HCAR.9 The student will investigate career pathways in the music field, and discuss opportunities to be a lifelong learner of music.
- HCAR.10 The student will analyze how innovative media, tools, and processes are influencing vocal music.
- HCAR.11 The student will analyze and explain how music works together with other disciplines to develop innovative solutions to problems.

### **Technique and Application**

- HCAR.12 The student will demonstrate music literacy.
- a) Identify all components of music scores.
  - b) Read, count, and notate complex rhythmic patterns.
  - c) Identify major key signatures and relative and parallel minor keys.
  - d) Sight-sing eight-measure melodic patterns containing varied intervals from three- or four-part scores.
  - e) Sing major, minor, and chromatic scales using appropriate solmization.
  - f) Identify various compositional procedures and techniques, including fugue, modulation, word painting, and aleatoric music.
  - g) Demonstrate conducting patterns including mixed meters.

- h) Notate student-created compositions using standard notation using contemporary technology.
- HCAR.13 The student will demonstrate aural skills.
- a) Sing all diatonic intervals individually.
  - b) Write complex rhythmic phrases and complex melodic phrases from dictation that are eight measures in length.
  - c) Transpose *a cappella* music into one or more keys.
- HCAR.14 The student will demonstrate vocal techniques and choral skills.
- a) Model proper posture for solo/choral singing.
  - b) Use breath control, vocal independence, and agility while singing appropriate vocal exercises throughout the vocal range.
  - c) Use advanced vocal techniques to control dynamics and articulation.
  - d) Use advanced vocal development exercises to improve intonation.
  - e) Model adjustment of intonation by applying listening skills.
  - f) Model blend and balance with other singers.
  - g) Sing songs with complex and/or nontraditional harmonies.
  - h) Model proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).
  - i) Exhibit audition skills.
  - j) Sing advanced, representative solo and choral music in various forms, styles, and languages.
- HCAR.15 The student will identify and demonstrate expressive qualities of choral music.
- a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.
  - b) Perform complex rhythmic patterns.
  - c) Respond to advanced conducting patterns and interpretive gestures.
  - d) Model facial and physical expressions that reflect the mood and style of the music.
- HCAR.16 The student will demonstrate choreography as a form of expression and communication.