

Content Map For Fine Arts - Visual Art

Content Strand: Fundamentals

Art I	Art II	Art III	Art IV
<p>FA-VA-I-1 Identify and define elements and principles of design and how they are used in composition.</p> <p>FA-VA-I-2 Develop an art vocabulary.</p> <p>FA-VA-I-3 Recognize the various functions of the brain and its relationship to art.</p>	<p>FA-VA-II-1 Develop art vocabulary.</p> <p>FA-VA-II-2 Identify the underlying compositional structures.</p>	<p>FA-VA-III-1 Develop art vocabulary.</p> <p>FA-VA-III-2 Develop personal style through individual expression.</p>	<p>FA-VA-IV-1 Develop art vocabulary.</p> <p>FA-VA-IV-2 Develop personal style through individual expression.</p>

Content Map For Fine Arts - Visual Art

Content Strand: Performance / Production

Art I	Art II	Art III	Art IV
<p>FA-VA-I-4 Demonstrate the use of elements and principles employing various media, techniques, and processes.</p> <p>FA-VA-I-5 Use materials and tools safely & appropriately.</p> <p>FA-VA-I-6 Produce artwork in selected styles.</p>	<p>FA-VA-II-3 Use materials and tools safely and appropriately.</p> <p>FA-VA-II-4 Build skills in various media, techniques, and processes.</p> <p>FA-VA-II-5 Apply the 4 steps of art criticism.</p>	<p>FA-VA-III-3 Produce artwork specifically for the creation of a portfolio.</p> <p>FA-VA-III-4 Use materials and tools safely & appropriately.</p> <p>FA-VA-III-5 Build skills in various media, techniques, and processes.</p> <p>FA-VA-III-6 Formulate alternative uses of media.</p>	<p>FA-VA-IV-3 Produce art-work specifically for the creation of a portfolio.</p> <p>FA-VA-IV-4 Use materials and tools safely & appropriately.</p> <p>FA-VA-IV-5 Build skills in various media, techniques, and processes.</p> <p>FA-VA-IV-6 Formulate alternative uses of media.</p>

Content Map For Fine Arts - Visual Art

Content Strand: Historical & Cultural Significance

Art I	Art II	Art III	Art IV
<p>FA-VA-I-7 Identify artists and styles from selected cultures and eras.</p>	<p>FA-VA-II-6 Identify artists and styles from selected cultures and eras.</p>	<p>FA-VA-III-7 Explore artists and styles from selected cultures and eras.</p>	<p>FA-VA-IV-7 Explore artists and styles from selected cultures and eras.</p>
<p>FA-VA-I-8 Identify various art careers and interrelated studies.</p>	<p>FA-VA-II-7 Discuss art as an avocation with opportunities for life-long learning and consumerism.</p>	<p>FA-VA-III-8 Discuss art as an avocation with opportunities for life-long learning and consumerism.</p>	<p>FA-VA-IV-8 Discuss art as an avocation with opportunities for life-long learning and consumerism.</p>
<p>FA-VA-I-9 Discuss art as an avocation with opportunities for life-long learning and consumerism.</p>			

Content Map For Fine Arts - Drama

Content Strand: Fundamentals

Beginning Drama	Advanced Drama
FA-DA-I-1 Vary pitch, volume, and rate of monologue/dialog.	FA-DA-II-1 Mark up lines in a script for appropriate pitch, rate, and volume.
FA-DA-I-2 Articulate word beginnings and endings clearly.	FA-DA-II-2 Stage the following actions using accepted safety practices: fall, faint, slap, punch, kick, stab, shoot, embrace, pull hair, drag, carry, and fence safely <u>safety</u> .
FA-DA-I-3 Pronounce vowels and consonants properly.	
FA-DA-I-4 Control abdominal breathing.	
FA-DA-I-5 Motivate, simplify, heighten, delineate, and adjust character movements.	
FA-DA-I-6 Stand, walk, turn, ascend, descend, sit, rise, enter, exit, and gesture correctly.	
FA-DA-I-7 Identify correctly nine parts of the stage and their historical functions.	
FA-DA-I-8 Analyze a script.	
FA-DA-I-9 Analyze a character.	

Content Map For Fine Arts - Drama

Content Strand: Performance and Production

Beginning Drama	Advanced Drama
<p><u>FA-DA-I-10</u> Audition for a role.</p>	<p>FA-DA-II-3 Design and construct a model and a full-scale set.</p>
<p><u>FA-DA-I-11</u> Analyze a character.</p>	<p>FA-DA-II-4 Design and create a costume.</p>
<p><u>FA-DA-I-12</u> Memorize lines.</p>	<p>FA-DA-II-5 Apply theatrical make-up.</p>
<p><u>FA-DA-I-13</u> Recognize cues.</p>	<p>FA-DA-II-6 Use microphones, and sound effects, <u>and music</u> to enhance a performance.</p>
<p><u>FA-DA-I-14</u> Work as part of a team.</p>	<p>FA-DA-II-7 Place and use lighting to enhance a performance.</p>
<p><u>FA-DA-I-15</u> Block actor's movements on paper.</p>	<p>FA-DA-II-8 Cast a play.</p>
<p><u>FA-DA-I-16</u> Explain the steps in designing and constructing a set.</p>	<p>FA-DA-II-9 Create a production schedule.</p>
<p><u>FA-DA-I-17</u> Explain the steps in designing and creating a costume.</p>	<p>FA-DA-II-10 Delegate technical tasks.</p>
<p><u>FA-DA-I-18</u> Explain the steps in applying theatrical make-up.</p>	<p>FA-DA-II-11 Direct actors.</p>
<p><u>FA-DA-I-19</u> Explain how microphones, and sound effects, <u>and music</u> can be used to enhance a performance.</p>	<p>FA-DA-II-12 Recognize and apply the three requirements for stage composition (variety, unity, and balance).</p>
<p><u>FA-DA-I-20</u> Explain how lighting can be used and placed to enhance a performance.</p>	

Content Map For Fine Arts - Drama

Content Strand: Historical and Cultural Significance

Beginning Drama	Advanced Drama
<p><u>FA-DA-I-21</u> Learn meanings of theater terms (e.g. “above” to “wings”) and use appropriately in conversation and writing.</p>	<p>FA-DA-II-13 Discuss specific criteria for measuring a theater production (play writing, acting, directing, staging, and audience response).</p>
<p><u>FA-DA-I-22</u> Explore theater history - from primitive tribes to 20th century theater.</p>	<p>FA-DA-II-14 Research and report on careers in theater and film.</p> <p>FA-DA-II-15 Compare television and film to live theater.</p>

Content Map For Fine Arts - Chorus

Content Strand: Fundamentals

Chorus I	Chorus II	Chorus III
<p>FA-MUC-I-1 Identify correct posture for singing.</p>	<p>FA-MUC-II-1 Identify correct posture for singing.</p>	<p>FA-MUC-III-1 Identify correct posture for singing.</p>
<p>FA-MUC-I-2 Identify & describe the function of body parts used in singing including: larynx, esophagus, diaphragm, rib cage, windpipe (trachea), soft and hard plate, etc.</p>	<p>FA-MUC-II-2 Identify and describe the function of body parts used in singing including: larynx, esophagus, diaphragm, rib cage, windpipe(trachea), soft and hard palate, etc.</p>	<p>FA-MUC-III-2 Identify and describe the function of body parts used in singing including: larynx, esophagus, diaphragm, rib cage, windpipe (trachea), soft and hard palate, etc.</p>
<p>FA-MUC-I-3 Identify correct breathing techniques for proper vocal tone production.</p>	<p>FA-MUC-II-3 Identify correct breathing techniques for proper vocal tone production.</p>	<p>FA-MUC-III-3 Identify correct breathing techniques for proper vocal tone production.</p>
<p>FA-MUC-I-4 Identify various types of voices heard in choral performance (head, chest, etc.)</p>	<p>FA-MUC-II-4 Identify various types of voices heard in choral performance (head, chest, etc.)</p>	<p>FA-MUC-III-4 Identify various types of voices heard in choral performance (head, chest, etc.)</p>
<p>FA-MUC-I-5 Identify and describe various vocal tone qualities and how these qualities are used to convey musical ideas (style, etc.)</p>	<p>FA-MUC-II-5 Identify and describe various vocal tone qualities and how these qualities are used to convey musical ideas (style. etc.)</p>	<p>FA-MUC-III-5 Identify and describe various vocal tone qualities and how these qualities are used to convey musical ideas (style, etc.)</p>
<p>FA-MUC-I-6 Review anatomical information regarding ear, nose, and throat, and how they relate to vocal tone production and vocal health.</p>		<p>FA-MUC-III-6 Review anatomical information regarding ear, nose, and throat, and how they relate to vocal tone production and vocal health.</p>

Content Map For Fine Arts - Chorus

Content Strand: Fundamentals

Chorus I	Chorus II	Chorus III
<p>FA-MUC-I-7 Identify ways of avoiding illness and injury relating to the throat, voice, etc.</p> <p>FA-MUC-8 Review and further develop ability to name and identify notes on the staff.</p> <p>FA-MUC-I-9 Recognize key signatures and tonality in music</p> <p>FA-MUC-I-10 Identify both aurally and by written interval construction major and minor scales.</p> <p>FA-MUC-I-11 Read and identify rhythmic note value in both simple and compound meters.</p> <p>FA-MUC-I-12 Continue to develop a working vocabulary of musical terminology in the areas of tempo, dynamics, articulation, and expression.</p>	<p>FA-MUC-II-6 Review anatomical information regarding ear, nose, and throat, and how they relate to vocal tone production and vocal health</p> <p>FA-MUC-II-7 Identify ways of avoiding illness and injury relating to the throat, voice, etc.</p> <p>FA-MUC-8 Review and further develop ability to name and identify notes on the staff.</p> <p>FA-MUC-II-9 Recognize key signatures and tonality in music.</p> <p>FA-MUC-II-10 Identify both aurally and by written interval construction major and minor scales</p> <p>FA-MUC-II-11 Read and identify rhythmic note value in both simple and compound meters.</p>	<p>FA-MUC-III-7 Identify ways of avoiding illness and injury relating to throat, voice, etc.</p> <p>FA-MUC-III-8 Review and further develop ability to name and identify notes on the staff.</p> <p>FA-MUC-III-9 Recognize key signatures and tonality in music.</p> <p>FA-MUC-III-10 Identify both aurally and by written interval construction major and minor scales.</p>

Content Map For Fine Arts - Chorus

Content Strand: Fundamentals

Chorus I	Chorus II	Chorus III
FA-MUC-I-13 Create (in written form) an original short composition.	FA-MUC-II-12 Continue to develop a working vocabulary of musical terminology in the areas of tempo, dynamics, articulation, and expression. FA-MUC-II-13 Create (in written form) an original short composition.	FA-MUC-III-11 Read and Identify rhythmic note values in both simple and compound meters. FA-MUC-III-12 Continue to develop a working vocabulary of musical terminology in the areas of tempo, dynamics, articulation, and expression. FA-MUC-III-13 Create (in written form) an original short composition.

Content Map For Fine Arts - Chorus

Content Strand: Performance/Production

Chorus I	Chorus II	Chorus III
<p>FA-MUC-I-14 Demonstrate an understanding of proper blend in unison, two-part, and three-part literature.</p>	<p>FA-MUC-II-14 Demonstrate an understanding of proper blend in unison, two-part, and three-part literature.</p>	<p>FA-MUC-III-14 Demonstrate an understanding of proper blend in unison, two-part, and three-part literature.</p>
<p>FA-MUC-I-15 Demonstrate an understanding of proper blend in unison, two-part, and three-part literature.</p>	<p>FA-MUC-II-15 Demonstrate an understanding of proper blend in unison, two-part, and three-part literature.</p>	<p>FA-MUC-III-15 Demonstrate an understanding of proper balance in unison, two part, and three part literature.</p>
<p>FA-MUC-I-16 Demonstrate an understanding of proper pronunciation of vowels, consonants, and blends in choral music.</p>	<p>FA-MUC-I-16 Demonstrate an understanding of proper pronunciation of vowels, consonants, and blends in choral music.</p>	<p>FA-MUC-I-16 Demonstrate an understanding of proper pronunciation of vowels, consonants, and blends in choral music.</p>
<p>FA-MUC-I-17 Demonstrate an understanding of correct approaches and releases, attacks and decays in choral music.</p>	<p>FA-MUC-II-17 Demonstrate an understanding of correct approaches and releases, attacks and decays in choral music.</p>	<p>FA-MUC-III-17 Demonstrate an understanding of correct approaches and releases, attacks and decays in choral music.</p>
<p>FA-MUC-I-18 Demonstrate an understanding of musical expression as related through both the text and the musical content.</p>	<p>FA-MUC-I-18 Demonstrate an understanding of musical expression as related through both the text and the musical content.</p>	<p>FA-MUC-I-18 Demonstrate an understanding of musical expression as related through both the text and the musical content.</p>
<p>FA-MUC-I-19 Demonstrate an ability to sing with accurate intonation.</p>		<p>FA-MUC-I-19 Develop and extend the range of all voices, both higher and lower.</p>

Content Map For Fine Arts - Chorus

Content Strand: Performance/Production

Chorus I	Chorus II	Chorus III
<p>FA-MUC-I-20 Demonstrate sight-singing proficiency in major and minor modes, using diatonic and common interval melodic structure.</p> <p>FA-MUC-I-21 Demonstrate sight-singing proficiency in simple and compound meters, including: 2/4, 3/4, 4/4, and 6/8.</p> <p><u>FA-MUC-I-22</u> <u>Provide opportunities for individual and ensemble performance in class and/or concert settings (including optional all-State chorus literature).</u></p>	<p>FA-MUC-II-19 Develop and extend the range of outer voices (soprano higher, bass lower).</p> <p>FA-MUC-II-20 Continue to develop and refine the ability to sing with accurate intonation.</p> <p>FA-MUC-II-21 Demonstrate sight-singing proficiency in major and minor modes, using diatonic and common interval melodic structure.</p> <p>FA-MUC-II-22 Demonstrate sight-singing proficiency in simple and compound meters, including: 2/4, 3/4, 4/4, 6/8, and 9/8.</p> <p><u>FA-MUC-II-23</u> <u>Provide opportunities for individual and ensemble performance in class and/or concert settings (including optional All-State chorus literature).</u></p>	<p>FA-MUC-III-20 Demonstrate an awareness of tonal center in prepared selections through shifting tonalities and modulation.</p> <p>FA-MUC-III-21 Continue to develop and refine the ability to sing with accurate intonation.</p> <p>FA-MUC-III-22 Demonstrate sight-singing proficiency in major and minor modes, using diatonic and common interval melodic structure.</p> <p>FA-MUC-III-23 Demonstrate sight-singing proficiency in simple and compound meters, including: 2/4, 3/4, 4/4, 6/8, 9/8, 12/8, and cut-time.</p> <p><u>FA-MUC-III-24</u> <u>Provide opportunities for individual and ensemble performance in class and/or concert settings (including optional All-State chorus literature).</u></p>

Content Map For Fine Arts - Chorus

Content Strand: Historical & Cultural Significance

Chorus I	Chorus II	Chorus III
<p><u>FA-MUC-I-2223</u> Examine and perform music of specific ethnic cultures.</p>	<p><u>FA-MUC-II-2324</u> Examine and perform music of specific ethnic cultures.</p>	<p><u>FA-MUC-III-2425</u> Examine and perform music of specific ethnic cultures.</p>
<p><u>FA-MUC-I-2324</u> Examine and perform music of various countries, noting characteristics unique to these regions.</p>	<p><u>FA-MUC-II-2425</u> Examine and perform music of various countries, noting characteristics unique to these regions.</p>	<p><u>FA-MUC-III-2526</u> Examine and perform music of various countries, noting characteristics unique to these regions.</p>
<p><u>FA-MUC-I-2425</u> Demonstrate a knowledge of composers and the historical/cultural context in which these composers lived and worked.</p>	<p><u>FA-MUC-II-2526</u> Demonstrate a know-ledge of composers and the historical/cultural context in which these composers lived and worked.</p>	<p><u>FA-MUC-III-2627</u> Demonstrate a knowledge of composers and the historical/cultural context in which these composers lived and worked.</p>
<p><u>FA-MUC-I-2526</u> Examine and explore how music is used in television, radio, the theater, motion pictures, the Internet, etc.</p>	<p><u>FA-MUC-II-2627</u> Examine and explore how music is used in television, radio, the theater, motion pictures, the Internet, etc.</p>	<p><u>FA-MUC-III-2728</u> Examine and explore how music is used in television, radio, the theater, motion pictures, the Internet, etc.</p>
<p><u>FA-MUC-I-2627</u> Identify characteristics such as text, mood, timbre, and rhythm and how they make music suitable for use in daily life.</p>	<p><u>FA-MUC-II-27-28</u> Identify characteristics such as text, mood, timbre, and rhythm and how they make music suitable for use in daily life.</p>	<p><u>FA-MUC-III-2829</u> Identify characteristics such as text, mood, timbre, and rhythm and how they make music suitable for use in daily life.</p>
		<p><u>FA-MUC-III-2930</u> Examine how music has been used in societies, past and present, in social, political, ceremonials, religious, and/or educational settings</p>

Content Map For Fine Arts - Chorus

Content Strand: Historical & Cultural Significance

Chorus I	Chorus II	Chorus III
<p><u>FA-MUC-I-2728</u> Examine how music has been used in societies, past and present, in social, political, ceremonial, religious, and/or educational settings.</p>	<p><u>FA-MUC-II-2829</u> Examine how music has been used in societies, past and present, in social, political, ceremonial, religious, and/or educational settings.</p>	<p><u>FA-MUC-III-3031</u> Compare and contrast basic musical forms (AB, ABA, rondo) and textures with form and structure in similar time periods in other areas of the arts.</p>
<p><u>FA-MUC-I-2829</u> Compare and contrast basic musical forms (AB, ABA, rondo) and textures with form and structure in similar time periods in other areas of the arts.</p>	<p><u>FA-MUC-II-2930</u> Compare and contrast basic musical forms (AB, ABA, rondo) and textures with form and structure in similar time periods in other areas of the arts.</p>	<p><u>FA-MUC-III-3132</u> Identify similarities and differences between selected choral repertoire and works from other areas of the arts of a similar time frame.</p>
<p><u>FA-MUC-I-2930</u> Identify similarities and differences between selected choral repertoire and works from other areas of the arts of a similar time frame.</p>	<p><u>FA-MUC-II-3031</u> Identify similarities and differences between selected choral repertoire and works from other areas of the arts of a similar time frame.</p>	

Content Map For Fine Arts - Band

Content Strand: Fundamentals

Band I	Band II	Band III
<p>FA-MUB-I-1 Students will demonstrate technical facility by performing at least six major scales at a level commensurate with their age and level of ability.</p> <p>FA-MUB-I-2 Students will develop tone quality, both individually and as an ensemble, through daily use of tonal based warm-up exercises and chorales at level 2 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p> <p>FA-MUB-I-3 Students will listen to recordings of professional musicians performing for the purpose of learning and replicating characteristic tone.</p> <p>FA-MUB-I-4 Students will develop and demonstrate technical facility through literature, etudes, and technique books at level 2 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p>	<p>FA-MUB-II-1 Students will demonstrate technical facility by performing at least six major scales and two minor scales at a level commensurate with their age and level of ability.</p> <p>FA-MUB-II-2 Students will develop tone quality, both individually and as an ensemble, through daily use of tonal based warm-up</p> <p>FA-MUB-II-3 Students will listen to recordings of professional musicians performing for the purpose of learning and replicating characteristic tone.</p> <p>FA-MUB-II-4 Students will develop and demonstrate technical facility through literature, etudes, and technique books at level 3 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p>	<p>FA-MUB-III-1 Students will demonstrate technical facility by performing at least 8-12 major scales and at least 8-12 minor scales at a level commensurate with their age and level of ability.</p> <p>FA-MUB-III-2 Students will develop tone quality, both individually and as an ensemble, through daily use of tonal based warm-up exercises and chorales at level 4 (based on the standard grading of band literature form 1-6, easiest to most difficult).</p> <p>FA-MUB-III-3 Students will listen to recordings of professional musicians performing for the purpose of learning and replicating characteristic tone.</p> <p>FA-MUB-III-4 Students will develop and demonstrate technical facility through literature, etudes, and technique books at level 4 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p>

Content Map For Fine Arts - Band

Content Strand: Fundamentals

Band I	Band II	Band III
<p>FA-MUB-I-5 Review correct playing position, posture, breathing techniques, articulation techniques, and vibrato and how these factors affect tone production and intonation.</p> <p>FA-MUB-I-6 Student will develop and demonstrate rhythmic reading skills through literature, etudes, and rhythm study books, in addition to clapping <u>and</u> counting exercise, at level 2 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p> <p>FA-MUB-I-7 Review music terminology and vocabulary within performance literature, etudes, method books, and other materials used.</p>	<p>FA-MUB-II-5 Review correct playing position, posture, breathing techniques, articulation techniques, and vibrato and how these factors affect tone production and intonation.</p> <p>FA-MUB-II-6 Students will develop and demonstrate rhythmic reading skills through literature, etudes, and rhythm study books, in addition to clapping & counting exercises, at level 3 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p> <p>FA-MUB-II-7 Review music terminology and vocabulary within performance literature, etudes, method books, and other materials used.</p>	<p>FA-MUB-III-5 Review correct playing position, posture, breathing techniques, articulation techniques, and vibrato and how these factors affect tone production and intonation.</p> <p>FA-MUB-III-6 Students will develop and demonstrate rhythmic reading skills through literature, etudes, and rhythm study books in addition to clapping & counting exercises, at level 4 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p> <p>FA-MUB-III-7 Review music terminology and vocabulary within performance literature, etudes, method books, and other materials used.</p>

Content Map For Fine Arts - Band

Content Strand: Fundamentals

Band I	Band II	Band III
<p>FA-MUB-I-8 Students will recognize and understand the role of melody, simple harmony, tonality (especially as it relates to key signature), counter-melody, the function of accompanimental parts in relation to voicing (walking bass lines, after-beat alto parts, etc.), and basic structural forms (ABA, theme and variations, rondo, etc.).</p> <p>FA-MUB-I-9 Students will develop and refine intonation skills within all ranges of their individual instrument, matching pitch center of the ensemble, and electronic tuning devices.</p> <p>FA-MUB-I-10 Students will recognize and respond appropriately to conducting techniques, gestures, cues, etc.</p>	<p>FA-MUB-II-8 Students will recognize and understand the role of melody, simple harmony, tonality (especially as it relates to key signature), counter-melody, the function of accompanimental parts in relation to voicing (walking bass lines, after-beat alto parts, etc.), and basic structural forms (ABA, theme and variations, rondo, etc.).</p> <p>FA-MUB-II-9 Students will develop and refine intonation skills within all ranges of their individual instrument, matching pitch center of the ensemble, and electronic tuning devices.</p> <p>FA-MUB-II-10 Students will recognize and respond appropriately to conducting techniques, gestures, cues, etc.</p>	<p>FA-MUB-III-8 Students will recognize and understand the role of melody, simple harmony, tonality (especially as it relates to key signature), counter-melody, the function of accompanimental parts in relation to voicing (walking bass lines, after-beat alto parts, etc.), and basic structural forms (ABA, theme and variations, rondo, etc.).</p> <p>FA-MUB-III-9 Students will develop and refine intonation skills within all ranges of their individual instrument, matching pitch center of the ensemble, and electronic tuning devices.</p> <p>FA-MUB-III-10 Students will recognize and respond appropriately to conducting techniques, gestures, cues, etc.</p>

Content Map For Fine Arts - Band

Content Strand: Performance/Production

Band I	Band II	Band III
<p>FA-MUB-I-11 Provide opportunities for individual and ensemble performance in class and/or in concert settings, utilizing literature of at least level 2 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p> <p>FA-MUB-I-12 Through verbal cues and listening activities, emphasize balance and phrasing through performance in large and small ensembles using literature of at least level 2 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p> <p>FA-MUB-I-13 Perform and identify literature from various styles with emphasis on simpler classical and baroque literature.</p>	<p>FA-MUB-II-11 Provide opportunities for individual and ensemble performance in class and/or in concert settings, utilizing literature (including optional solo-ensemble festival literature) of at least level 3 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p> <p>FA-MUB-II-12 Through verbal cues and listening activities, emphasize balance and phrasing through performance in large and small ensembles using literature of at least level 3 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p> <p>FA-MUB-II-13 Perform and identify literature from various styles with emphasis on medium levels of classical and baroque literature.</p>	<p>FA-MUB-III-11 Provide opportunities for individual and ensemble performance in class and/or in concert settings, utilizing literature (including optional solo-ensemble festival literature) of at least level 3 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p> <p>FA-MUB-III-12 Provide opportunities for individual and ensemble performance in class and/or in concert settings, utilizing literature (including optional solo-ensemble festival literature) of at least level 4 (based on the standard grading of band literature from 1-6, easiest to most difficult).</p> <p>FA-MUB-III-13 Perform and identify literature from various styles with emphasis on transcriptions of classical romantic, and 20th century literature.</p>

Content Map For Fine Arts - Band

Content Strand: Performance/Production

Band I	Band II	Band III
<p>FA-MUB-I-14</p> <p>Provide opportunities for the creation and performance (where feasible) of student-generated compositions, arrangements, and/or transcriptions, with emphasis on how technology can be used to greatly facilitate the process of composition/arranging.</p>	<p>FA-MUB-II-14</p> <p>Provide opportunities for the creation and performance (where feasible) of student-generated compositions, arrangements, and/or transcriptions, with emphasis on how technology can be used to greatly facilitate the process of composition/arranging.</p>	<p>FA-MUB-III-14</p> <p>Provide opportunities of the creation and performance (where feasible) of student-generated compositions, arrangements, and/or transcriptions, with emphasis on how technology can be used to greatly facilitate the process of composition/arranging</p>

Content Map For Fine Arts - Band

Content Strand: Historical & Cultural Significance

Band I	Band II	Band III
<p>FA-MUB-I-15 Students will identify historical and cultural significance of literature of at least level 2(based on the standard grading of band literature from 1-6), easiest to most difficult) through listening and performance activities.</p>	<p>FA-MUB-II-15 Students will identify historical and cultural significance of literature of at least level 3(based on the standard grading of band literature from 1-6), easiest to most difficult) through listening and performance activities</p>	<p>FA-MUB-III-15 Students will identify historical and cultural significance of literature of at least level 3(based on the standard grading of band literature from 1-6), easiest to most difficult) through listening and performance activities</p>
<p>FA-MUB-I-16 Student will perform and discuss literature of at least level 2 (based on the standard grading of band literature form 1-6), emphasizing music of diverse cultures and of ethnic composers/performers.</p>	<p>FA-MUB-II-16 Students will perform and discuss literature of at least level 2 (based on the standard grading of band literature from 1-6), emphasizing music of diverse cultures and of ethnic composers/performers.</p>	<p>FA-MUB-III-16 Students will perform and discuss literature of at least level 2 (based on the standard grading of band literature from 1-6), emphasizing music of diverse cultures and of ethnic composers/performers.</p>
<p>FA-MUB-I-17 Students will demonstrate an awareness of the history, evolution, workings, and proper maintenance of brass, woodwind, and percussion instruments.</p>	<p>FA-MUB-II-17 Students will demonstrate an awareness of the history, evolution, workings, and proper maintenance of brass, woodwind, and percussion instruments.</p>	<p>FA-MUB-III-17 Students will demonstrate an awareness of the history, evolution, workings, and proper maintenance of brass, woodwind, and percussion instruments.</p>
<p>FA-MUB-I-18 Students will demonstrate an awareness of music as it relates to religious, military, civic, entertainment, commercial, and career aspects of life.</p>	<p>FA-MUB-II-18 Students will demonstrate an awareness of music as it relates to religious, military, civic, entertainment, commercial, and career aspects of life.</p>	<p>FA-MUB-III-18 Students will demonstrate an awareness of music as it relates to religious, military, civic, entertainment, commercial, and career aspects of life.</p>

Content Map For Fine Arts – Musical Arts Theory

Content Strand: Fundamental

Music Theory	
FA-MUT-1	Students will demonstrate a knowledge of basic intervals, major/minor scale patterns, modal patterns, basic chordal structures, chord progressions, and musical forms.
FA-MUT-2	Students will be able to describe how technology is used to transcribe, compose, edit and perform music on a computer station.

Content Map For Fine Arts – Musical Arts Theory

Content Strand: Performance and Production

Music Theory

FA-MUT-3

Students will analyze and evaluate class musical compositions.

FA-MUT-4

Student will demonstrate a proficiency in arranging for instruments or voices.

FA-MUT-5

Students will demonstrate proficiency in simple rhythmic and melodic dictation, and a basic proficiency for sight-singing.

FA-MUT-6

Students will demonstrate a knowledge of the keyboard and music notation and will be able to demonstrate basic notational skills.

FA-MUT-7

Students will create short musical compositions in a variety of forms, including simple accompaniments, utilizing any combination of instrumental, vocal, or electronic media.

Content Map For Fine Arts – Musical Arts Theory

Content Strand: Historical and Cultural Significance

Music Theory

FA-MUT-8

Students will listen to and analyze musical compositions from a variety of styles and historical periods, being able to identify compositional characteristics in light of the ethnic, cultural/social, and historical influences on the major periods of music.

Content Map For Fine Arts – Musical Arts Appreciation

Content Strand: Fundamental

Music Appreciation

FA-MUA-1

Students will be able to describe rhythm, melody, harmony, form, dynamics, texture, and timbre in musical works.

FA-MUA-2

Students will examine masterwork examples of vocal and instrumental music genres.

FA-MUA-3

Students will be able to identify characteristics of music from the Renaissance, Baroque, Classical, Romantic, Impressionist, 20th century, and contemporary periods.

Content Map For Fine Arts – Musical Arts Appreciation

Content Strand: Performance and Production

Music Appreciation

FA-MUA-4

Students will examine and demonstrate the use of technology in music creation, production (composition, notation, sound production), and recording.

FA-MUA-5

Students will listen and analyze music, making critical comments and decisions.

Content Map For Fine Arts – Musical Arts Appreciation

Content Strand: Historical and Cultural Significance

Music Appreciation

FA-MUA-6

Students will examine the relationship of music to other curriculum areas. (i.e., the historical, social, political, technological context in which the music studied was created and performed.)

FA-MUA-7

Students will examine the relationship of music to other art forms.

FA-MUA-8

Students will examine the role of music in society, past and present.

Content Map For Fine Arts – Musical Arts Orchestra

Content Strand: Fundamental

Music Appreciation

FA-MUO-1

Students will demonstrate correct posture and playing position for the particular stringed instrument.

FA-MUO-2

Students will develop tone quality, both individually and as an ensemble, through daily use of tonal based warm-up exercises and chorales at level 2 and higher.

FA-MUO-3

Students will listen to recordings of professional orchestral players performing for the purpose of learning and duplicating characteristic tone quality.

FA-MUO-4

Students will demonstrate ability to accurately tune open strings to a pitch source or electronic tuning device.

FA-MUO-5

Students will perform vibrato on the chosen instrument at the expected competency level.

FA-MUO-6

Students will demonstrate technical facility by performing at least four major scales at a level commensurate with their age and level of ability.

FA-MUO-7

Students will develop and demonstrate technical facility through literature, etudes, and technique books at level 2 and higher.

FA-MUO-8

Students will demonstrate correct bowing, pizzicato, and left hand techniques appropriate to the chosen instrument.

Content Map For Fine Arts – Musical Arts Orchestra

Content Strand: Fundamental

Music Appreciation

FA-MUO-9

Students will improve proficiency of shifting techniques on the chosen instrument relative to individual development.

FA-MUO-10

Students will develop rhythmic reading skills through literature, etudes, and technique books at level 2 and higher.

FA-MUO-11

Students will review music terminology and vocabulary within performance literature, etudes, method books, and other materials used.

FA-MUO-12

Students will recognize and understand the role of melody, simple harmony, tonality (key signature), counter-melody, the function of accompanimental parts in relation to voicing and basic structural forms (ABA, theme & variations, rondo, etc.)

FA-MUO-13

Students will recognize and respond appropriately to conducting techniques, gestures, cues, etc.

Content Map For Fine Arts – Musical Arts Orchestra

Content Strand: Performance/Production

Music Appreciation

FA-MUO-14

Students will be provided opportunities for individual and ensemble performance in class and/or in concert settings, utilizing literature of the appropriate level (at least level 2).

FA-MUO-15

Students will be able to utilize skills of balancing and phrasing through verbal cues from the teacher and through personal listening skills while performing both in class as well as in concert.

FA-MUO-16

Student will be able to utilize skills of balancing and phrasing through verbal cues from the teacher and through personal listening skills while performing both in class as well as in concert.

FA-MUO-17

Students will receive opportunities for the creation and performance of music (where feasible) of student generated compositions, arrangements, and/or transcriptions, with emphasis on how technology can be used to greatly facilitate the process of composition/arranging.

Content Map For Fine Arts – Musical Arts Orchestra

Content Strand: Historical and Cultural Significance

Music Appreciation

FA-MUO-18

Students will identify historical and cultural significance of literature through listening and performance activities (at least level 2).

FA-MUO-19

Students will perform and discuss literature emphasizing music of diverse cultures and of ethnic composers/performers (at least level 2).

FA-MUO-20

Students will demonstrate an awareness of the history, evolution, workings, and proper care of the stringed instruments.

FA-MUO-21

Students will demonstrate an awareness of music as it relates to religious, military, civic, entertainment, commercial, and career aspects of life.