

Grade Level 5-12

Subject Area: Vocal and Instrumental Music

Standard 1 - Sings alone and with others, a varied repertoire of music

The student will be able to....

Grade 6 (Band)

1. Sings ostinatos (repetition of a short musical pattern).

Grade 8 (Band)

1. Sings ostinatos (repetition of a short musical pattern).

Grade 8 (Vocal)

1. Sings accurately and with good breath control throughout their singing ranges, in an ensemble.
2. Sings with expression, and technical accuracy (appropriate timbre, intonation, and diction; correct pitches and rhythms) at a level that includes modest ranges and changes of tempo, key, and meter.
3. Sings music written in at least two parts.
4. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
5. Uses ensemble skills (blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as a part of a group.
6. Sing with expression and technical accuracy a varied repertoire of vocal literature with a level of 3, on a scale scale of 1 to 6, including some songs performed from memory.

Grade 11 (Band)

1. Understands distinguishing characteristics (e.g., relating to instruments, texture, rhythmic qualities, melodic lines, form) of representative music genres and styles from a variety of cultures.
2. Understands characteristics that cause various musical works (e.g., from different genres, styles and historical periods, composers) to be considered exemplary.
3. Understands the functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed in various cultures of the world.

Grade 11 (Vocal)

1. Sings on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo.
2. Sings expressively, with appropriate dynamics, phrasing, and interpretation.
3. Demonstrates well-developed ensemble skills (blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group).
4. Sings a varied repertoire of vocal literature with expression and technical accuracy at a moderate level of difficulty (attention to phrasing and interpretation, various meters and rhythms in a variety of keys).
5. Sings with good breath control, expression and technical accuracy (e.g., appropriate timbre, intonation, and diction; correct pitches and rhythms) at a level that includes modest ranges and changes of tempo, key, and meter.
6. Sing music written in four parts.
7. Sing in small ensembles.

Standard 2 - The student will be able to perform on instruments, alone and with others, a varied repertoire of music.

The student will be able to...

Grade 6 (Band)

1. Echoes short rhythms (2-4 measures) and melodic patterns.
2. Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath control.
3. Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature.
4. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Grade 8 (Band)

1. Performs with expression and technical accuracy on a string, wind, percussion, or other classroom instrument a repertoire of instrumental literature that may include modest ranges and changes in tempo, key and meter.
2. Performs music representing diverse genres and cultures, with expression appropriate for the work being performed.
3. Performs on an instrument (band or orchestra instrument, keyboard instrument, fretted instrument such as guitar, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath control.
4. Echoes short rhythms and melodic patterns.

Grade 8 (Vocal)

1. Performs music representing diverse genres and cultures, with expression appropriate for the work being performed.
2. Perform music on a non-traditional instrument.

Grade 11 (Band)

1. Performs with expression and technical accuracy on a string, wind, percussion, or other classroom instrument a repertoire of instrumental literature that may include modest ranges and changes in tempo, key and meter.
2. Performs music representing diverse genres and cultures, with expression appropriate for the work being performed.
3. Performs with expression (appropriate, dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys).
4. Uses ensemble skills (balance intonation, rhythmic unity) when performing as part of a group.
5. Understands distinguishing characteristics (relating to instrumentation, texture, rhythmic qualities, melodic lines, form) of representative music genres and styles from a variety of cultures
6. Understands characteristics that cause various musical works (from different genres, styles, historical periods, composers) to be considered exemplary
7. Understands the functions music serves, roles of musicians (lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed in various cultures of the world

Grade 11 (Vocal)

1. Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo.
2. Knows a varied repertoire of music representing diverse genres and styles.
3. Uses ensemble skills (balance, intonation, rhythmic unity) when performing as part of a group.
4. Performs music representing diverse genres and cultures, with expression appropriate for the work being performed.

Standard 3 – The student will improvise melodies, variations and accompaniments.

Grade 6 (Band)

1. Improvises “answers in the same style to given rhythmic and melodic phrases.

Grade 8 (Band)

1. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies in major keys.
2. Improvise short melodies, unaccompanied and over given rhythmic accompaniments, in a consistent style (e.g., classical, blues, folk, gospel) meter (e.g., duple, triple), and tonally (e.g., major, pentatonic)

Grade 8 (Vocal)

1. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

Grade 11 (Band)

1. Improvise stylistic appropriate harmonizing parts.
2. Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in Major and minor keys (e.g., folk songs, standard pop songs, hymn tunes).

Standard 4 - The student will compose and arrange music with specific guidelines.

The student will be able to....

Grade 6 (Band)

1. Understand how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Grade 8 (Band)

1. Understand how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Grade 8 (Vocal)

1. Use the elements of music for expressive effect (pitch, rhythm, harmony, dynamics, timbre, texture, form.)

Grade 11 (Band)

1. Understand how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Grade 11 (Vocal)

1. Understand how the elements of music are used to achieve unity and variety, tension and release and balance in musical compositions.
2. Understand the ranges and traditional uses of various sound sources (voices, acoustic instruments, electronic instruments).

Standard 5 – The student will read and notate music.

The student will be able to...

Grade 6 (Band)

1. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meters.
2. Read at sight simple melodies in treble or bass clef.
3. Understand standard notation symbols for pitch, rhythm, dynamics (piano, forte, crescendo, diminuendo), tempo, articulation (accents, legato, staccato, marcato), and expression (phrasing).

Grade 8 (Band)

1. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 3/8, 6/8 and alla breve meters.
2. Read simple melodies in treble or bass clefs.
3. Understand notation symbols for pitch, rhythm, dynamics (piano, forte, crescendo, diminuendo), tempo, articulation (accents, legato, staccato, marcato), and expression (phrasing).

Grade 8 (Vocal)

1. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meters.
2. Understand symbols and traditional terms referring to dynamics, tempo and articulation.
3. Reads simple melodies by using a system to relate pitches. (numbers)

Grade 11 (Band)

1. Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.
2. Understand standard notation symbols for pitch, rhythm, dynamics (piano, forte, crescendo, diminuendo), tempo, articulation (accents, legato, staccato, marcato), and expression (phrasing).
3. Sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Grade 11 (Vocal)

1. Understands how to read an instrumental or vocal score of up to four staves.
2. Reads and understands music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.
3. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meters.
4. Read sixteenth and dotted notes and rests in 6/8, 3/8, 9/8 AN 12/8.
5. Uses a system to relate pitches and to read simple melodies in both the treble or bass clef.
6. Understand standard notation symbols for pitch, rhythm, dynamics (e.g., piano, forte, crescendo, diminuendo), tempo, articulation (e.g., accents, legato, staccato, marcato), and expression (e.g., phrasing).

Standard 6 - The student will listen to, analyze, and describe music.

The student will be able to....

Grade 6 (Band)

1. Knows criteria that affect the quality (use of variety, balance) and of music performances and compositions.
2. Understands the principles of meter, rhythm, and intervals.
3. Identify the sounds of a variety of instruments (orchestral, band, instruments from various cultures).

Grade 8 (Band)

1. Know appropriate terminology used to explain music, music notation, music instruments and voices, and music performance.
2. Identify specific music events (entry of oboe, change of meter, return of refrain) when listening to music.
3. Identify the sounds of a variety of instruments (orchestral, band, instruments from various cultures).
4. Understands the principals of meter, rhythm, tonality, intervals, chords and harmonic progressions.

Grade 8 (Vocal)

1. Understand how the elements of music are used in various genres and cultures.
2. Know criteria that affect the quality and effectiveness of music performances and compositions.
3. Identify specific music events (entry of oboe, change of meter, return of refrain) when listening to music.
4. Understand the principles of meter, rhythm, tonality, intervals, chords, and harmonic progression.

Grade 11 (Band)

1. Understand how the elements of music are used in various genres and cultures.
2. Understand the technical vocabulary of music (Italian terms, form, harmony, tempo markings).
3. Understand compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work (e.g., motives, imitation, retrograde, inversion).

4. Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

Grade 11 (Vocal)

1. Understand how the elements of music are used in various genres and cultures.
2. Know specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations.
3. Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example.
4. Understand and hear compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work.

Standard 7 - Evaluating music and music performance

The student will be able to....

Grade 6 (Band)

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing

Grade 8 (Band)

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| 1. | Evaluate the quality and effectiveness of their own or others' performances, and improvisations by discussing in musical terms and offer constructive suggestions for improvement . |
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Grade 8 (Vocal)

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

Grade 11 (Band)

1. Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations (e.g., considers questions of unity or variety, consistency, appropriate use of resources).

Grade 11 (Vocal)

1. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.
2. Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary

models.

3. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

Standard 8 - The student will understand relationships between music, the other arts, and disciplines outside the arts.

The student will be able to...

Grade 6 (Band)

1. Knows how basic elements of music are used in music from various cultures of the world.
2. Understands the roles of musicians (orchestra conductor, folk singer, church organist) in various music settings and cultures.

Grade 8 (Band)

1. Understands the functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

Grade 8 (Vocal)

1. Introduce characteristics of 2 or more arts within a particular historical period or style and site examples from various cultures.

Grade 11 (Band)

1. Understands distinguishing characteristics (e.g., relating to instrumentation, texture, rhythmic qualities melodic lines, form) of representative music genres and styles from a variety of cultures.
2. Understands characteristics that cause various musical works (e.g., from different genres, styles, historical periods, composers) to be considered exemplary.
3. Knows sources of American music genres (e.g., swing, Broadway musical, blues), the evolution of these genres, and musicians associated with them.
4. Knows various roles that musicians perform (e.g., entertainer, teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles.

Grade 11 (Vocal Music)

1. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
2. Compare characteristics of two or more arts within a particular historical period or style and site examples from various cultures.
3. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.
4. Understands the distinguishing of representative music genres and styles from a variety of cultures
5. Know sources of American music genres associated with them
6. Knows various roles that musicians perform and representative individuals who have functioned in these roles.

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Standard 9 - Understanding music in relation to history and culture

The student will be able to....

Grade 6 (Band)

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

Grade 8 (Band)

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

Grade 8 (Vocal)

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

Grade 11 (Band)

1. Understands distinguishing characteristics (relating to instrumentation, texture, rhythmic qualities, melodic lines, form) of representative music genres and styles from a variety of cultures.
2. Understands characteristics that cause various musical works (from different genres, styles, historical periods, composers) to be considered exemplary.
3. Understands the functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed in various cultures of the world.

Grade 11 (Vocal)

1. Classify by genre of style and by historical period from a variety of cultures and explain the reasoning behind their classifications.
2. Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.